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Northern Ireland Curriculum 2028

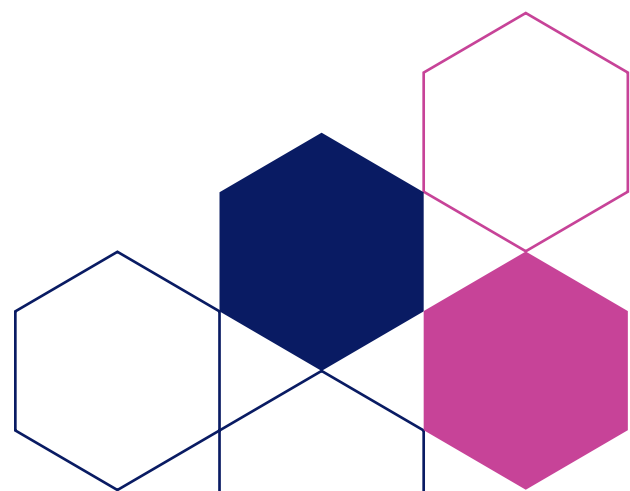
An entitlement to excellence and equity

Optional Key Stage 2

Language and Cultural Awareness through Multilingualism (LCA)

Draft curriculum framework for Public Consultation

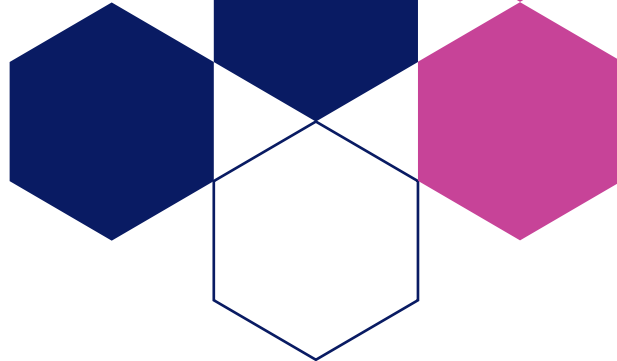
This document forms part of a suite of curriculum materials published for consultation



Language and Cultural Awareness is included as an **optional curriculum subject at Key Stage 2** to give schools a framework for providing pupils with a positive first experience of language learning and to broaden their awareness of different cultures.

The language and cultural awareness framework is designed to have specific synergy with the English curriculum. It builds directly on the foundation set by English by developing pupils' awareness of how languages work across different contexts, using similar concepts, such as parts of speech, sentence structure, figurative language and meaning, but exploring them through multiple languages.

This is intended to reinforce rather than duplicate.



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Vision statement

In a world rich with linguistic diversity, where the majority are multilingual and communicate in first languages other than English, developing an awareness of other languages and cultures empowers pupils to navigate and connect meaningfully with local, regional and global communities. It elevates their perspectives and allows them to begin to foster a deep understanding of language, cultures, and the complex relations between them. By valuing language as important in its own right, pupils begin to recognise how it shapes everyday life, to resist stereotyping and language-based prejudices, and to appreciate how powerful language can be. Pupils begin to observe how languages carry culture and culture carries language, and experience wonder at examples where language and culture interact. Children feel the excitement of learning new words in a language other than their language of schooling for familiar objects, ideas and events, and they are opened to new ways of thinking when other languages express ideas that their own language(s) have no words for. They learn to respect that languages naturally evolve over time and place, both weaving connections and creating distances between generations, communities and peoples. Pupils also begin to understand that figurative language, humour and interaction work differently across cultures. They learn to attend to detail when comparing languages and begin to see the limitations of word-for-word translations. They experience moments where computationally generated language is flawed or not sufficient, starting them on their journey to becoming thoughtful communicators and discerning users of digital language-support tools.

All children are entitled to experience transformational interactions with peers speaking languages other than English and other than Irish in Irish Medium Education (IME) contexts. These interactions, whether remote or face to face, give pupils the opportunity to try out their emerging multilingual and intercultural knowledge. Communication strategies are seeded as pupils draw on their language repertoires and develop their abilities to paraphrase. These moments provide memorable reference points for later encounters giving them confidence to be creative and express their own meanings. Over time, they do this without reticence and with sensitivity to the meanings and effects language can create.

Pupils leave primary school curious, positive and confident about languages and language learning. They are equipped to go on to deepen their knowledge and skills in one or more languages other than English, and Irish in IME. Knowledge of the systems within such language(s) expands their expectations about how languages can work. Pupils are empowered by having developed the essential components of a toolkit of fundamental concepts and terms ('metalinguage') that can help them to learn languages other than English in school and beyond. They enjoy increasing control over a range of language-learning strategies, including

an ability to commit to memory new sound-symbol pairings, word form-meaning associations, and sentence patterns, exemplified by the language(s) that they are likely to encounter post-primary, and in their local surroundings, or in their life's travels. They have established basic knowledge of a small set of fundamental building blocks of one or more languages other than English, know how to use different sound-symbol systems allowing them to convert sounds into writing and writing into sounds, and take risks in manipulating simple sentence structures in speech and writing. By learning to analyse unfamiliar language patterns, they can adopt the spirit of inquiry of a 'codebreaker', helping them to embrace, respect, and enjoy the meaning-bearing precision of language.



Subject-specific categories

Language and cultural awareness through multilingualism is organised into six subject-specific categories:

Linguistic expression of culture; cultural expression through languages other than English

This category of entitlements introduces children to the close relationship between language and culture, ensuring they learn a small set of concrete, context-relevant examples to enhance their understanding. 'Culture' is broadly defined to include the arts (including literature e.g. stories, poetry and song), beliefs, customs, traditions, history, geography and social systems.

Language families, use and variation over time and place

This category covers relationships between languages, how languages in different places can be similar and different from each other, how different people can use language in distinctive ways, and how languages can evolve over time.

Learning strategies

This category introduces key metacognitive (learning) strategies that can begin to develop at Key Stage 2 and support further language learning.

Intercultural communication strategies

This category lays out ways that children can learn to engage in interactions and intercultural experiences even when they share only a small amount of language with others.

Constructs and metalanguage about how other languages work

This category provides a toolkit for thinking about and analysing language. These entitlements complement similar content in the English curriculum by providing further opportunity to understand and use examples in other languages, reinforcing learning across the subjects.

Language knowledge, skills and communication in another language

This category provides the opportunity to learn a small set of a language that may be encountered in post-primary modern language learning.

Using the subject-specific categories

Together, the subject-specific categories provide complementary perspectives on language, culture and communication. For example, understanding language variation may support intercultural communication, while learning about sounds, structures or writing systems may strengthen language-learning strategies and deepen cultural awareness. Many of the concepts reinforce related aspects of the English curriculum, extending pupils' understanding through comparison with other languages.

Curriculum content that is relevant across all these subject-specific categories is defined and illustrated in Appendix 1. The individual parts of Appendix 1 (a, b, and c) have particular relevance for certain categories, as indicated in a footnote against each category heading, linking the category to a closely related appendix.

Appendices 2a–d contain the language content for French, German, Irish or Spanish strands, for the category of entitlements called 'Language knowledge, skills and communication in another language'. This language has been selected for its usefulness (e.g. frequency in the language; relevance for teaching LCA curriculum content) and appropriateness.

Schools may also offer extended provision in a specific language, according to the expertise and needs of the local context. This may happen in, for example, contexts where a cluster of primary and post-primary schools collaborate on continuous transition between Key Stage 2 and Key Stage 3 for the language(s) taught at post-primary. In these contexts, examples drawn from Appendix 1c could focus on that specific language.



Key Stage 2

The spirit of the curriculum entitlements for LCA is for pupils to learn about other languages through experiences of listening, speaking, reading and writing in the school environment. These experiences enable pupils to discover and deepen an interest in languages and other cultures, and to develop a capacity to learn languages which will serve them during and beyond the primary phase. All the entitlements should therefore be learned in relation to examples from *one or more languages other than English* and, in Irish Medium Education (IME) contexts, *one or more languages other than Irish and English*. The terms ‘another language’ or ‘other languages’ are used for short.

The LCA curriculum focuses on language awareness through *multilingualism*. In order to show variation between languages, when teaching the LCA curriculum teachers will draw on more than one of the language entitlements detailed in the subject-specific categories. For the category ‘Language knowledge, skills and communication in another language’, however, teachers may choose to focus on just one language widely taught post-primary.

Many of the concepts reinforce related aspects of the English curriculum, extending pupils’ understanding through comparison with other languages.

Linguistic expression of culture; cultural expression through languages other than English¹

Pupils should learn:

- examples of how features of language carry culture and ways of seeing the world (e.g. different words for ‘you’ in French, German, Irish, Spanish or Ulster-Scots; the multiple words for blue/green in Greek)
- examples of how features of culture are expressed in language (e.g. ‘ahorita’ for Peruvian Spanish-speakers; ‘verlan’ in French)
- to recognise figurative language (including familiar language, e.g. ‘look up to’ or ‘get along with’, as well as idiomatic and metaphoric language) and understand why such figurative language cannot usually be translated word-for-word into other languages
- to perform or present a short cultural artefact (e.g. a song, poem, rhyme, text or drama) in another language

¹ See Appendices [1a](#) and [2](#)

Language families, use, and variation over time and place²

Pupils should learn about:

- variation between different versions of the *same* language, including through examples of local, regional and international words, pronunciations and grammars
- language change over time through basic historical relations between languages and between words in English and other languages (including simple examples of blend words, compound words, loan words, polysemy, proto-languages and extinct languages)
- language use across the world, including how widespread bilingualism and multilingualism are

Learning strategies³

Pupils should learn how to:

- use various strategies for learning and retaining words and sounds in another language
- use various strategies to understand unfamiliar words, including inferencing strategies and using a bilingual dictionary
- recognise misunderstandings and seek help or clarification to resolve them

Intercultural communication strategies⁴

Pupils should:

- learn to recognise and resist stereotypical perspectives and bias about languages, dialects and accents
- experience intercultural oral and written communication encounters with peers who speak other languages (remote or face to face), from local, national or international communities
- engage with examples of blended language (code-switching or translanguaging) approaches to communication
- use different strategies (including gesture, facial expression, tone, pitch, intonation or volume) to express meaning and keep communication going
- translate (in writing) and interpret (in speech) basic words and phrases from one language into another; experience moments where digital language tools can be useful and moments where their output is flawed

² See [Appendix 1a](#)

³ See [Appendix 1b](#)

⁴ See [Appendix 1b](#)

Constructs and metalanguage about how other languages work⁵

Pupils should learn:

- to identify parts of speech and their function in other languages, including subject, object, noun, pronoun, verb, adjective, possessive adjective, adverb, conjunction, preposition, article
- to identify parts of words and how they glue elements together in other languages, including how they can:
 - express person, number, tense, gender
 - make new meaning (e.g. superlative, diminutive, compound nouns)
 - change a word's part of speech (e.g. turn nouns into adjectives)
- how word order can vary between and within languages and how it can affect meaning
- to recognise how adding a clause can enrich meaning in other languages
- that relations between spellings, sounds and meanings can vary, and so discover:
 - how to identify examples of cognates between languages and that cognates can be 'true' (helpful) and 'false' (misleading)
 - how to identify examples of homonyms within languages (e.g. the same spelling can have different meanings)
- about very basic characteristics of language in the visual modality (including signed language); different writing scripts (including braille); and transliteration for reading languages in different scripts out loud

Language knowledge, skills and communication in another language⁶

In a language (or small number of languages) widely taught as a modern language at post-primary, such as French, German, Irish or Spanish, pupils should learn:

- exemplar knowledge of core sounds, words and very basic grammar
- to understand and produce very basic language to establish meaning in unprepared situations, in spoken and written modalities
- to understand and respond to language and cultural content heard and read in another language (such as a song, poem, short text, role play or drama)

⁵ See Appendices [1c](#) and [1a](#)

⁶ See [Appendices 1b and 1c](#); and, for language-specific tracks, [Appendix 2](#).

Pupils should learn:

- that a range of regional, home, heritage and community (HHC) languages are used in the pupils' local areas (including the Celtic language Irish [in English medium contexts]; the Germanic language Ulster-Scots; and other relevant HHC languages)
- a small number of basic words and expressions in one or more of these languages
- some fundamental information about cultures associated with them





Appendices

Appendix 1: Content for language and cultural awareness through multilingualism

This document provides clarity and consistency for interpreting and operationalising the main curriculum document. Actual curriculum content, as experienced by pupils, will consist of age-appropriate activities with *examples* of the concepts and terms defined in this appendix. **The definitions themselves are not intended for direct use with pupils; their adaptation for use with pupils is at educators' discretion.**

Contents:

- Appendix 1a: Concepts about language and language use
- Appendix 1b: Content for strategies for learning and communication
- Appendix 1c: Key terms for talking about and learning language

Italics indicate cross-referencing within the appendix.

Appendix 1a: Concepts about language and language use⁷

Language and humans

Bias – Bias is a preference for or against particular things or people. Humans can be biased in how they think about different languages, *accents* or cultures. Humans can often be unaware of their biases, as they build up over time due to their experiences.

Bilingual – Someone who uses two languages. This includes those who can use both a spoken and a signed language.

Monolingual – Someone who uses one language.

Multilingual – Someone who can use more than one language.

Stereotype – A widely held, but over-simplified and often imprecise, idea about a particular type of person or thing. Humans have a strong tendency to stereotype people based on the way they speak.

Types of languages and communication systems

Blending – Using more than one linguistic resource when communicating, such as code-switching (alternating between languages by, for example, inserting phrases, words, or parts of words from different languages) or translanguaging (flexible use of linguistic repertoires).

Braille – Braille is a writing system that uses patterns of raised dots that allows blind and partially sighted people to read. It can be used to write many different languages.

Communication – The exchange of ideas and meaning. Communication can happen in many different ways, such as speech, writing, gesture, facial expression, images, icons.

Sign language – A language that is expressed with visual gestures and signs through hand shapes and movements in combination with other non-manual marking such as facial expression.

Translation and interpretation – Translation changes one language into another in *writing*, and interpretation changes one language into another in *spoken* or *sign language*, whilst retaining an equivalent meaning. The process involves the expression of culture, humour and *figurative* language across languages.

Transliteration – Using the writing system of one language to write the sounds of another language. *Transliteration* allows us to ‘read out loud’ approximately how another language sounds.

⁷ *Acknowledgement:* Some concepts and definitions were informed by *World of Languages, Languages of the World*. <https://theworldoflanguages.co.uk/>

Language change over time and across the world

Blend words (portmanteau) – Different languages blend (combine) words in different ways to make new meanings. For example, some blend parts of words (e.g. ‘brunch’, from **breakfast** + **lunch**); others blend meaningful roots (e.g. ‘sacapuntas’ [pencil sharpener], from *sacar* [to take out] and *puntas* [points]). Over time, these new words are sometimes incorporated into mainstream language.

Celtic languages – Celtic languages are related by their ancestral origins in a Proto-Celtic language. Modern Celtic languages include Breton, Cornish, Irish, Manx, Scottish Gaelic and Welsh.

Extinct language – A language that has died out and is no longer used for modern day human interaction (e.g. Latin).

Language family – Languages that are related to each other are in the same language family. Examples of widely spoken families are *Indo-European* and *Sino-Tibetan*, each containing subgroups of families. Romance (e.g., French, Spanish), Germanic (English, German, Ulster-Scots), Celtic (Irish, Welsh), and Indic (Hindi, Urdu) are all subgroups within the Indo-European language family. Chinese languages are members of the Sino-Tibetan family.

Lingua franca – A language that is very widely taught and spoken can become a lingua franca; a contact language used for communication between people with different linguistic backgrounds.

Loanwords – When languages meet each other, they borrow words from each other. A word borrowed from one language can become incorporated into the sound and grammar system of another language. For example, the English word ‘pyjama’ comes from the Hindi and Urdu word ‘pājāma’.

Proto-language – An ancient ‘parent’ language from which other modern languages are thought to have come. Language researchers use the sounds and words of modern languages to work out what these proto-languages may have been like. Examples include Proto-Indo-European, Proto-Afroasiatic and Proto-Celtic.

Basic features of human language

Accent – A language can be spoken with many different accents, with variations in rhythm, *stress*, pitch, tone, and how the sounds of the language are made. Our accent can be affected by the language(s) we have learnt or been exposed to in the past and can vary between and within families and communities at all levels. (Accent can also mean a written mark above or below a letter, used in some languages to show *pronunciation* or *stress*.)

Idiomatic and figurative language – A phrase or expression that has a non-literal meaning, sometimes expressing culture. Idioms and idiomatic phrases often use figurative language and work differently across languages, causing challenges for translating and interpreting.

Paralinguistic expression – Gesture and facial expression and characteristics of the speech (such as voice tone, pitch, volume) that can convey meaning in different ways across languages and cultures.

Pronunciation – Pronunciation is the way we produce sounds of the language when we speak it. It can be affected by our *accent*. It can influence what we mean, what people understand by what we say, and even how people judge us and what we say.

Script – A script is a system for writing language visually. Some scripts also developed from picture-like symbols. Different scripts represent language in different ways. Some scripts use symbols that represent whole words or meaningful parts of words (e.g. Chinese characters), some represent syllables, and some represent individual sounds (phonemes), as alphabets do.

Sounds of languages – Language sounds, such as vowels and consonants, can be made with our lips, mouth, tongue, teeth, nose, throat and breath. Different *accents* and languages use these sounds in different ways.

Word order – A word is a unit of language that conveys meaning. Different languages use words in different orders (e.g. Subject-Verb-Object [English], or Verb-Subject-Object [Irish]). If these distinctive patterns are not followed, the language can sound odd or the meaning can be unclear.

Appendix 1b: Content for strategies for learning and communication⁸

Language-learning strategies

These constitute curriculum content to develop language awareness and language-learning capabilities.

- Try to understand unfamiliar words (i.e. infer meaning) by:
 - checking the words around the unknown word
 - using knowledge of other languages
 - chopping up words into their component parts
 - identifying the role (or part of speech) that a word has in a sentence
 - using logic and common sense (e.g. 'it must mean this, because...'; 'it can't mean that, because...')
 - using a dictionary or word list
 - asking other people to help you (e.g. ask someone to say something again or more slowly or to give its meaning)
- Check comprehension by going back to words or phrases
- When reading, 'sound out' the words
- When listening, imagine what the language looks like when written down
- When speaking or writing, ask someone how to say something
- Keep a list of important words and phrases, with their meanings

⁸ *Acknowledgements related to learning strategies*

Graham, S., Woore, R., Porter, A., Courtney, L. & Savory, C. (2020). Navigating the challenges of L2 reading: Self-efficacy, self-regulatory reading strategies and learner profiles. *The Modern Language Journal*, 104(4), 693–714, <https://doi.org/10.1111/modl.12670>

Macaro, E. & Erler, L. (2008) Raising the achievement of young-beginner readers of French through strategy instruction, *Applied Linguistics*, 29(1), 90–119, <https://doi.org/10.1093/applin/amm023>

Mannion, J. (2020). Metacognition, self-regulation and self-regulated learning: what's the difference? *Impact. Issue 8 (Spring)*. https://my.chartered.college/impact_article/metacognition-self-regulation-and-self-regulated-learning-whats-the-difference/

Mujis, D. (2020). From the editor: Cognition and learning. *Impact. Issue 8 (Spring)*. <https://my.chartered.college/impact/issue-8-cognition-and-learning/#thisissuesarticles>

Intercultural communication strategies

These promote confidence, resilience and curiosity to interact, sustain communication and bridge gaps with speakers of other languages.

- Use facial expressions, tone and gestures to understand and produce meaning
- If you don't know exactly how to say something, try to express a similar meaning but in a different way, using words that you know (paraphrasing)
- If you don't understand something, keep communication going by using language known to you and the speaker, gestures, or facial expressions to:
 - express that you haven't understood or don't know (e.g. 'I don't understand' or 'I don't know')
 - get the speaker to say something again (e.g. 'repeat please!' or 'again!')
 - get the speaker to talk more slowly (e.g., 'slowly please!' or 'slow!')
 - ask what something means (e.g. 'what is "x"?' or just "x?' with rising intonation)
- Using simple words, gestures, or phrases, ask how a word you have heard is spelt (e.g. 'write?')
- Using simple words, gestures, or phrases, ask how a word you have seen is pronounced (e.g. 'say?')

Appendix 1c: Key terms for talking about and learning language⁹

The purpose of this table is to define and exemplify key terms that will arise during the teaching of LCA. It is *not* a teaching resource. The curriculum content is the language that *exemplifies* how these terms can work in different languages, rather than the definitions themselves. Terms are presented in alphabetical (not priority or curriculum) order.

Many of these terms are in the Key Stage 1 and Key Stage 2 English curriculum, and so they offer opportunities for cross-subject coherence and reinforcement. The purpose of this table is to provide multilingual examples.

Note, the examples in Appendix 1c align where possible with the language content laid out in Appendix 2 (which is relevant for the subject entitlement category 'Language knowledge, skills and communication in another language').

Examples in Appendix 1c are given in French, German, Irish, Spanish and Ulster-Scots. Note, however, that *other* languages (beyond these five) will also be used when teaching LCA entitlements (e.g. 'Constructs and metalanguage about how other languages work' and 'Language families, use, and variation over time and place'; see Appendix 1a).

As noted above in the introduction to the subject-specific categories, if schools offer extended provision in one language, they may draw principally from one column in Appendix 1c.

⁹ Acknowledgements

Some definitions have been adapted from Appendix 2 of the Key Stage 2 Programme of Study for English (DfE, 2013) and informed by *World of Languages, Languages of the World*. <https://theworldoflanguages.co.uk/>

Some of the examples of Ulster-Scots are taken from:

Robinson, P. (2007). *Ulster Scots: A Grammar of the Traditional Written Word and Spoken Language*. The Ullans Press

Parsley, I. (2012). *Ulster-Scots: A short reference grammar*. Ultonia Publishing.

Adjective – An adjective is used to describe a *noun*, or it can appear after *verbs* like “be/become/seem/feel”. Adjectives in some languages change their form to match the *noun* (e.g. to match the *noun’s gender* or number). Comparative adjectives compare one thing with another. Superlative adjectives describe the extreme of a particular quality.

French	German	Irish	Spanish	Ulster-Scots
Je suis petit . (I am small, masculine)	Der Hund ist klein . (The dog is small .)	Tá mé beag . (I am small .)	Soy alto . (I am tall, masculine)	She leeves in an oul hoose. (She lives in an old house)
Je suis petite (I am small, feminine)	Die gute Freundin wohnt hier. (The good friend lives here.)	an fear beag (the small man)	Soy alta. (I am tall, feminine)	It’s a yella flooer. (It’s a yellow flower.)
C’est un livre intéressant . (It is an interesting book <i>[Comparative adjectives]</i>)	<i>[Comparative adjectives]</i> Der Hund ist kleiner . (The dog is smaller .)	an bhean bheag (the small woman) <i>[Comparative adjectives]</i>	Es un señor tranquilo . (He is a calm man.) <i>[Comparative adjectives]</i>	<i>[Comparative adjectives]</i> He leeves in an ouler hoose. (He lives in an older house.)
C’est plus petit . (It is smaller .) <i>[Superlative adjectives]</i>	<i>[Superlative adjectives]</i> Der Hund ist am kleinsten . (The dog is the smallest .)	Tá sí níos airde . (She is taller .) <i>[Superlative adjectives]</i>	Es más pequeño . (It is smaller .) <i>[Superlative adjectives]</i>	<i>[Superlative adjectives]</i> She leeves in tha oulest hoose. (She lives in the oldest house.)
C’est le plus petit . (It is the smallest .)		Is é an scéal is faide é. (It is the longest story.)	Es el más pequeño . (It is the smallest .)	

Adverb – An adverb is used to add detail to (i.e. modify) a *verb*, an *adjective* or another adverb. Sometimes the position of the adverb is different in different languages.

French	German	Irish	Spanish	Ulster-Scots
Je vais souvent aux magasins. (I often go to the shops.)	Sie tanzt oft zu Hause. (She often dances at home.)	Rithim go gasta . (I run quickly .)	Cantas bien . (You sing well .)	He's aye wurkin. (He's always working.)
Tu parles bien français. (You speak French well .)	Das Essen ist sehr schlecht. (The food is very bad.)	Éistim go cúramach . (I listen carefully .)	Carla aprende siempre en la escuela. (Carla always learns in school.)	She sweems whiles . (She sometimes swims.)



<p>Alphabet – An alphabet is a fixed set of written symbols (letters) used to represent the sounds of a language in writing. Different languages may have different alphabets.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p>French has the same 26 letters as English, but uses accent marks (é, è, ê, à, ç) which are essential for pronunciation and/or meaning.</p>	<p>German has the same 26 letters as English, plus four additional characters: ä, ö, ü, ß (Eszett). Some sources state that the German alphabet has 30 letters, others refer to 26 letters and 4 special characters.</p>	<p>There are 18 letters in the traditional Irish alphabet (a b c d e f g h i l m n o p r s t u).</p> <p>Letters j, k, q, v, w, x, y appear mainly in loanwords.</p> <p>‘h’ shows a grammar feature, where the first sound of a word becomes softer (lenition).</p> <p>The síneadh fada is an acute accent placed over vowels (á, é, í, ó, ú), which indicates vowel length.</p> <p>Broad and slender consonants are indicated by accompanying vowels (e and i for slender consonants; a, o and u for broad consonants).</p>	<p>The Spanish alphabet has 27 letters, the same 26 as English plus ñ. The accent marks á, é, í, ó, ú indicate syllable stress and are not separate letters.</p>	<p>Ulster-Scots has the same 26 letters as English.</p> <p>Some previous attempts at creating a spelling system have used diacritics (written accents, e.g. the umlaut ä), but this has not been universally adopted by the majority of users.</p>

Article (Definite and Indefinite) – Definite articles modify <i>nouns</i> that are ‘known’ to both the speaker and the listener (or the writer and the reader). Indefinite articles modify <i>nouns</i> that are unknown and/or unspecified.				
French	German	Irish	Spanish	Ulster-Scots
[definite examples] le livre (the book) la liste (the list) les amis (the friends)	[definite examples] der Kuchen (the cake) die Farbe (the colour) das Wort (the word) die Freunde (the friends)	There is only one article in Irish, the definite article. It has two forms: an (singular) and na (plural). When an article is used in Irish, the gender of the noun then affects the form of the noun.	[definite examples] el libro (the book) la casa (the house) los amigos (the friends) las hermanas (the sisters)	[definite examples] tha hoose (the house) tha doag (the dog)
[indefinite examples] un ordinateur (a computer) une voiture (a car) des professeurs (some teachers)	[indefinite examples] ein Monat (a month) eine Nummer (a number) ein Spiel (a game) *keine Schulen (no schools)	[definite examples] An fear (the man) An bhean (the woman) Na fir (the men) Na mná (the women)	[indefinite examples] un regalo (a present) una fiesta (a party) unos amigos (some friends) unas escuelas (some schools)	The definite article is often used in Ulster-Scots where it would be omitted in English or when ‘a’ might be used in English: He fair loves tha fitbaa (He really loves football) Thar wus jist tha yin left. (There was only one left.)
	*there is no affirmative plural indefinite article in German. Plural nouns are used without an article to denote plural nouns in general, e.g. Schulen = schools.			[indefinite examples] a doag (a dog) a hoose (a house)

Cognate – A word in one language that has close relations—in spelling and meaning—with a word in another language. Cognates usually share a common history in the way the two languages have developed. ‘False cognates’ are words that might look the same but do not have a shared meaning.

French	German	Irish	Spanish	Ulster-Scots
<p>Cognates:</p> <p>la France (France)</p> <p>important (important)</p> <p>organiser (to organise, organising)</p> <p>False cognates:</p> <p>sympathique (nice, friendly)</p> <p>le magasin (shop)</p> <p>le pain (bread)</p>	<p>Cognates:</p> <p>die Person (person)</p> <p>England (England)</p> <p>August (August)</p> <p>False cognates:</p> <p>das Handy (mobile phone)</p> <p>elf (eleven)</p> <p>rot (red)</p>	<p>Cognates with other Celtic languages:</p> <p>abhainn (river) – abhainn (Scots Gaelic); awin (Manx)</p> <p>go leor (enough); gu leòr - Scots Gaelic)</p> <p>aimsir (weather) – aimsir (Scots Gaelic); emshir (Manx) amser (Welsh) amser (Cornish)</p> <p><i>Other cognates</i></p> <p>Sampla (sample)</p> <p>Ospidéal (hospital)</p> <p>False cognates:</p> <p>bean (woman)</p> <p>fear (man)</p> <p>bád (boat)</p>	<p>Cognates:</p> <p>el animal (animal)</p> <p>el instrumento (instrument)</p> <p>la música (music)</p> <p>False cognates:</p> <p>once (eleven)</p> <p>profesor (teacher)</p> <p>gracioso (funny)</p>	<p>Cognates:</p> <p>heid (head)</p> <p>lang (long)</p> <p>sweem (swim)</p> <p>False cognates:</p> <p>big (build)</p> <p>burn (small stream)</p> <p>meat (food)</p> <p>lake (like)</p>

Compound (word/noun) – A compound word is a word made up of at least two *root* words. Compound *nouns* can be written with a space, no space, or a hyphen between them.

French	German	Irish	Spanish	Ulster-Scots
une grand-mère (a grandmother) un au revoir (a to-the re-seeing → a goodbye) un arc-en-ciel (an arc-in-sky → rainbow) le week-end (the weekend) le passe-temps (pass time → the hobby) dix-neuf (ten nine → 19)	ein Fußballspiel (a football game/match) ein Geburtstagsgeschenk (a birthday present) ein Haustier (a house animal → pet) die Wochentage (week days → days of the week) die Handtasche (handbag) dreizehn (three ten → 13)	Ollscoil (grand, huge school → university) Ollmhargadh (grand, huge market → supermarket)	un sacapuntas (extracts points → sharpener) el mediodía (midday) el cumpleaños (accomplishes years → birthday) el pasatiempo (pass time → hobby) diecisiete (ten seven → seventeen)	hamewurk (homework) fitbaa (football) rig-oot (outfit, especially a new outfit) naeplace (nowhere, no room) dwellin-hoose (the dwelling house, the house that is lived in, especially on a farm)

Conjunction – A conjunction links two words or phrases together.

French	German	Irish	Spanish	Ulster-Scots
et (and), mais (but), ou (or)	und (and), aber (but), oder (or)	agus (and), ach (but), nó (or), mar (because)	y (and), pero (but), o (or)	an (and), but (but), fur (because)

Derived word – A word that has an affix to change the meaning (e.g. to make a comparative, superlative or diminutive) or to change the type of word (e.g. changing a <i>noun</i> to an <i>adjective</i>).				
French	German	Irish	Spanish	Ulster-Scots
<p><i>Change in meaning:</i></p> <p>Adding in- or im- to nouns or adjectives: <i>sécurité</i> (security) → insécurité (insecurity); possible (possible) → impossible (impossible)</p> <p><i>Change in type of word and meaning:</i></p> <p>Adding -able or -eable to verb stems to make adjectives: <i>porter</i> (to carry) → portable (portable, carriable); <i>changer</i> (to change) → changeable (changeable)</p> <p>Adding -ion or -ation to a verb stem to make nouns: <i>progresser</i> (to progress) → progression (progression); <i>préparer</i> (to prepare) → préparation (preparation)</p>	<p><i>Change in meaning:</i></p> <p>Adding Lieblings- to nouns: <i>Tier</i> (animal) → Lieblingstier (favourite animal)</p> <p><i>Change in type of word and meaning:</i></p> <p>Add suffix -s to nouns for days and times of day to change them into adverbs: <i>Montag</i> (Monday) → montags (on Mondays)</p> <p>Add suffix -er to verb stems for male agent nouns: <i>spielen</i> (to play, playing) → der Spieler (player)</p>	<p><i>Change in meaning:</i></p> <p>Adding ró-: <i>gasta</i> (quick) → róghasta (too quick) <i>milis</i> (sweet) → rómhilis (too sweet)</p> <p>Adding -ín: <i>teach</i> (house) → teachín (small house, cottage)</p> <p>Adding sean-: <i>máthair</i> (mum) → seanmháthair (grandmother)</p> <p><i>Change in type of word and meaning:</i></p> <p>E.g. verb → adjectival past participle <i>Druid</i> - close → druidte (closed) <i>Oscail</i> - open → oscailte (opened) <i>Déan</i> - do → déanta (done)</p>	<p><i>Change in meaning:</i></p> <p>Adding -ito to nouns: <i>hermano</i> (brother) → hermanito (little brother)</p> <p>ww</p> <p>Adding -ísimo to adjectives: <i>fácil</i> (easy) → facilísimo (very easy)</p> <p><i>Change in type of word and meaning:</i></p> <p>Adding -mente to adjectives to make adverbs: <i>normal</i> (normal [adjective]) → normalmente (normally [adverb])</p> <p>Adding -able to -ar verb stems to make adjectives: <i>controlar</i> (to control) → controlable (controllable) <i>aceptar</i> (to accept) → aceptable (acceptable)</p>	<p><i>Change in meaning:</i></p> <p>Adding -rife: <i>coul</i> (cold) → coulrife (susceptible to the cold)</p> <p>Adding -like to some adjectives <i>thran</i> (stubborn) → thranlike (tending to be awkward, stubborn)</p> <p><i>Change in type of word and meaning:</i></p> <p>Adding -fu: <i>power</i> (power) → powerfu (powerful, great)</p> <p>Adding -some to nouns: <i>hairt</i> (heart) → hairtsome (heartening) <i>licht</i> (light) → lichtsome (cheerful, pleasant)</p>

Determiner – Determiners provide information about *nouns*, such as quantity (number) or *gender*. *Articles* are a type of determiner.

Gender – Gender refers to the grammatical gender of the *noun*. The gender of the *noun* affects the form of other words which can appear with the *noun* (e.g. *articles, adjectives*). ‘Gender’ is not the same as the biological gender of the *noun*.

French	German	Irish	Spanish	Ulster-Scots
Either masculine or feminine in French: <i>Masculine:</i> le sport (the sport) <i>Feminine:</i> la famille (the family)	Either masculine, feminine, or neuter in German: <i>Masculine:</i> der Fußball (the football) <i>Feminine:</i> die Flasche (the bottle) <i>Neuter:</i> das Buch (the book)	Either masculine or feminine in Irish: <i>Masculine:</i> an carr (the car) an t-asal (the donkey) <i>Feminine:</i> an bhean (the woman) an oíche (the night)	Either masculine or feminine in Spanish: <i>Masculine:</i> el dinero (the money) <i>Feminine:</i> la moneda (the coin)	Like English, nouns do not have grammatical gender. There is only biological gender in Ulster-Scots (e.g., ‘she’, ‘he’). the bairn (the child) the kirk (the church)

<p>Homonym – Any words that share either sound or spelling or both but differ in meaning. Homophones are words with the same sound, but different spelling and meaning. Homographs are words with the same spelling but different meaning.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p><i>[Homophones]</i></p> <p>peu (little); peux (can/is able to)</p> <p>ver (worm); vert (green)</p> <p><i>[Homographs]:</i></p> <p>il lit (reads); un lit (a bed)</p> <p>son frère (his brother); un son (a sound)</p>	<p><i>[Homophones]:</i></p> <p>mehr (more); Meer (sea)</p> <p>wieder (again); wider (against)</p> <p><i>[Homographs]:</i></p> <p>arm (poor); Arm (arm)</p> <p>Bank (bank); Bank (bench)</p>	<p><i>[Homophones]:</i></p> <p>guí (prayer); gaoth (wind)</p> <p><i>[Homographs]:</i></p> <p>ní (something); Ní (descendant, daughter of);</p> <p>ní (to wash); ní (negative particle)</p> <p>glas (green); glas (a lock)</p>	<p><i>[Homophones]:</i></p> <p>hola (hello); ola (wave)</p> <p>bienes (goods/assets);</p> <p>viens (you come)</p> <p>*casa (house); caza (hunt)</p> <p>*applies when Spanish ‘z’ is pronounced as ‘s’ (seseo), as in Latin America.</p> <p><i>[Homographs]:</i></p> <p>llama (llama); llama (flame); llama (calls)</p> <p>banco (bank); banco (bench)</p>	<p><i>[Homophones]:</i></p> <p>taak (talk); tak (take)</p> <p>waak (walk); wak (wake)</p> <p><i>[Homographs]:</i></p> <p>aye (yes); aye (always)</p> <p>heel (tip out); heel (the last part, end of)</p> <p>kep (cap); kep (to block, head off or turn {esp. animals})</p>

<p>Infinitive – The ‘dictionary form’ of the <i>verb</i>, equivalent to “to ...” in English (and sometimes translated as “...ing” in English). The infinitive does not express tense, person, or number.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p>jouer (to play, playing) finir (to finish, finishing) lire (to read, reading)</p>	<p>denken (to think, thinking) schwimmen (to swim, swimming) verstehen (to understand, understanding)</p>	<p>Irish verbs do not have a verb infinitive but the verbal noun is used to express an infinitive-like structure.</p> <p>Dictionary forms: ith (eat) ithe (eating) déan (do/ make) déanamh (doing/ making) labhair (speak) labhairt (speaking)</p>	<p>hablar (to speak, speaking) aprender (to learn, learning) escribir (to write, writing)</p>	<p>blether (to talk, talking) hoke (to dig/rummage, digging/rummaging) big (to build, building) lee (to leave, learning)</p>

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Northern Ireland Curriculum 2028: An entitlement to excellence and equity

KEY STAGE 2: LANGUAGE AND CULTURAL AWARENESS THROUGH MULTILINGUALISM (LCA)

Inflection – An inflection refers to letter(s)—and sometimes also the sound(s)—added to the stem of a word. Inflections can give information about tense, person, number, or *gender* of the word. They can be added to different kinds of words, including *nouns*, *adjectives* and *verbs*. Examples given for *verbs*.

French	German	Irish	Spanish	Ulster-Scots
jouer (to play) → je joue (I play) → il/elle joue (he/she plays) → ils/elles jouent (they play) → j'ai joué (I played)	spielen (to play) → ich spiele (I play) → er/sie/es spielt (he/she/it plays) sie spielen (they play) → ich habe gespielt (I played)	Only possible for certain tenses, and not all parts of the verb. bris (break) → brisim (I break) → briseann sé (he/it breaks) → briseann siad (they break) → bhris mé (I broke)	hablar (to speak) → hablo (I speak) → habla (he/she speaks) → hablan (they speak) → hablé (I spoke)	taak (to talk) → A taak (I talk) → s/he, it taaks (s/he talks, it talks) → youse/yiz taak (You (all) talk) → a taakt (I talked)

Main (independent) clause – A clause is a group of words containing a *verb*. A main (independent) clause can stand alone as a complete *sentence*; it contains at least a *subject* and a *verb*.

French	German	Irish	Spanish	Ulster-Scots
Je mange du chocolat parce que j'adore ça !	Sie schwimmt oft, denn es ist toll.	Sin í an bhean a cheolann go binn (That is the woman who sings beautifully)	El chico escucha música porque es divertido.	A leeve on a fairm, fur A'm a failmers dochter. (I live on a farm because I am a farmer's daughter)

Modal verb – A modal verb changes the meaning of another <i>verb</i> . Modals can express ability, possibility, necessity, permission or obligation.				
French	German	Irish	Spanish	Ulster-Scots
pouvoir (to be able to; can)	können (to be able to; can)	is féidir (can/ able to)	querer (to want to)	hae (to have)
devoir (to have to; must)	müssen (to have to; must)	ba mhaith (would like)	poder (to be able to; can)	maun (to have to; must)
vouloir (to want to)	wollen (to want to)	ba chóir (should/ must)	deber (to have to; must)	shud (to ought to; should)

Noun – A <i>noun</i> is a word that can be used after an <i>article</i> . <i>Nouns</i> are words for a person, place, thing or idea.				
French	German	Irish	Spanish	Ulster-Scots
le chat (the cat)	der Tisch – the table	an teach (the house)	el gato (the cat)	tha brae (the hill)
la musique (the music)	die Flasche – the bottle	an madadh (the dog)	la idea (the idea)	tha loanen (the lane)
les chiens (the dogs)	das Tier – the animal	an ceol (the music)	los perros (the dogs)	tha weans (the children)
les choses (the things)	die Tische (the tables)	na tithe (the houses)	las hermanas (the sisters)	tha kye (the cows)
	die Flaschen (the bottles)			
	die Tiere (the animals)			

Object – An object is what the *verb* is acting on (or what the *verb* is having).

French	German	Irish	Spanish	Ulster-Scots
Je fais le lit . (I make the bed .)	Sie gewinnt das Buch . (She wins the book .)	Ithim milseáin . (I eat sweets .)	Como chocolate . (I eat chocolate .)	A dae mae hamewurk . (I do my homework.)
Elle a un portable . (She has a mobile phone .)	Du hast ein Haustier . (You have a pet .)	Tá mála scoile aici. (She has a schoolbag .)	Lee un libro . (She/He/It reads a book .)	He disnae hae a gairden . (He doesn't have a garden .)
Le garçon parle à son ami . (The boy talks to his friend .)	Die Frau hört dem Lehrer zu. (The woman listens to the teacher .)	Ceannaíonn sé leabhar. (He buys a book.)	La chica escribe a la profesora . (The girl writes to the teacher .)	Tha doag barks at tha yow . (The dog barks at the ewe .)

Person – In many languages, there are ‘three’ persons: first person (referring to the speaker, ‘I’); second person (the person the speaker is talking to, ‘you’); third person (whoever/whatever the speaker is talking about, ‘he’/‘she’, ‘one’, ‘it’). The person is the *subject* of a verb.

French	German	Irish	Spanish	Ulster-Scots
1st person: je (I) 2nd person: tu (you) 3rd person: il (he, it), elle (she, it), Monsieur Leblanc (Mr Leblanc), Claudette	1st person: ich (I) 2nd person: du (you) 3rd person: er (he, it), sie (she, it), es (it), Frau Meyer (Mrs/Ms Meyer), Jens	1st person: mé (I) 2nd person: tú (you) 3rd person: sé (he, it), sí (she, it), Bean Uí Mhurchú (Mrs/Ms Murphy), Seán Verb endings alone can also show person: Ithim - I eat Déanaim - I do	1st person: yo (I) 2nd person: tú (you) 3rd person: él (he, it), ella (she, it), Señor Rodríguez (Mr Rodriguez), Mariela Verb endings alone can also indicate person: hablo (I speak) cantas (you sing) necesita (she, he, it needs)	1st person: A (I) 2nd person: ye (you) 3rd person: she, he, thon (she/he/it), Mr McAla (Mr McAuley), Sarah

Plural – Plural means ‘more than one’.				
French	German	Irish	Spanish	Ulster-Scots
des livres (some books) les listes (the lists) dix personnes (ten people)	einige Tische (some tables) die Blumen (the flowers) zehn Personen (ten people)	na buachaillí (the boys) na cailíní (the girls) Indefinite plurals are shown on the noun: cailín (a girl) / cailíní (girls) Counting objects: <i>bád amháin</i> - one boat dhá bhád - two boats seacht mbád - seven boats Counting people: triúr - three people deichniúr - ten people	unos dibujos (some drawings) las palabras (the words) diez personas (ten people)	Same as English for regular nouns (s/es) but has some peculiar irregular plurals. kye - cows beese - cows een - eyes Counting Yin/wan ee, twa een (one eye, two eyes)

Polysemy – Polysemy means ‘many meanings’. When a word has more than one meaning, the meanings are often broadly related, through shared origins.

French	German	Irish	Spanish	Ulster-Scots
<p>histoire (story, history)</p> <p>porter (to wear, carry)</p> <p>un (a/an, one)</p>	<p>das (the - neuter, that)</p> <p>Tafel (board, bar (of chocolate))</p> <p>Spiel (game, match)</p>	<p>ceann (head [body], head [leader], one [unit])</p> <p>croí (heart, centre)</p> <p>béal (mouth, opening of a river)</p>	<p>coche (car, train coach)</p> <p>llevar (to wear, carry)</p> <p>fiesta (party, celebration, festivity, holiday)</p>	<p>freens (relatives, and recently used to also mean friends)</p> <p>scunnered/scundered (fed up, embarrassed)</p> <p>starvin (very cold, and recently also used to mean very hungry)</p>

Possessive – A possessive shows ownership. It modifies a *noun*.

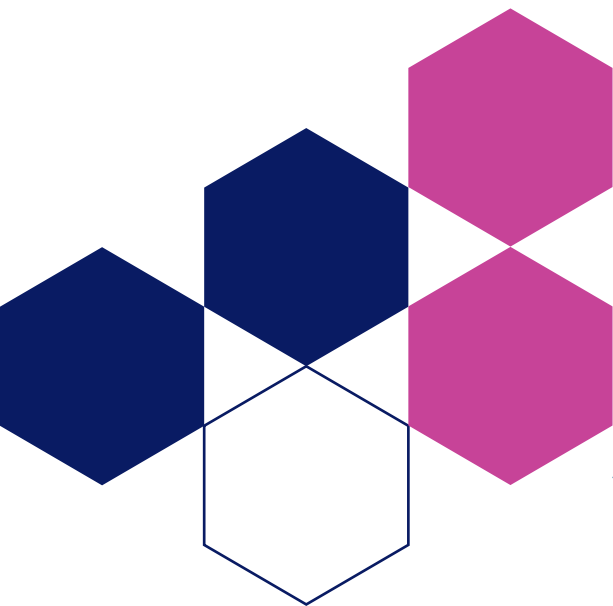
French	German	Irish	Spanish	Ulster-Scots
<p>C'est mon livre. (It's my book.)</p> <p>Ta voiture est rapide. (Your car is fast.)</p> <p>Sa maison est rouge. (His/Her/Its house is red.)</p>	<p>Das ist mein Buch. (That is my book.)</p> <p>Dein Freund ist toll. (Your friend is great.)</p> <p>Sein Haus ist blau. (His house is blue.)</p> <p>Ihr Hund ist klein. (Her dog is small.)</p>	<p>Tá mo ghruaig iontach fada. (My hair is very long.)</p> <p>Tá do charr iontach deas. (Your (singular) car is very nice.)</p> <p>Tá a charr iontach mall. (His car is very slow.)</p> <p>Tá a carr iontach gasta. (Her car is very fast.)</p>	<p>Es mi libro. (It's my book.)</p> <p>Tu amiga es triste. (Your friend is sad.)</p> <p>Su perro es grande. (His/Her/Its dog is big.)</p>	<p>Thon's mae hoose. (That's my house.)</p> <p>Yer doag is quiet. (Your dog is quiet.)</p>

Prefix – A prefix is added at the beginning of a word to turn it into another word.				
French	German	Irish	Spanish	Ulster-Scots
<p>refaire (to redo)</p> <p>relire (to re-read)</p> <p>réécrire (to rewrite)</p>	<p>mitspielen (to play with, join in playing)</p> <p>mitsingen (to sing along with)</p> <p>mitmachen (to join in doing, take part)</p>	<p>príomhchathair (capital city)</p> <p>príomhrud (main thing)</p> <p>dodhéanta (not possible)</p> <p>indéanta (possible)</p>	<p>rehacer (to redo)</p> <p>releer (to re-read)</p> <p>reescribir (to rewrite)</p>	<p>The prefix a- can change the function of a verb:</p> <p>a-wurkin (working)</p> <p>a-caalin (calling)</p> <p>a-wanted (wanted)</p>

Preposition – A preposition expresses a relationship between two elements in the <i>sentence</i> .				
French	German	Irish	Spanish	Ulster-Scots
<p>à (to)</p> <p>avec (with)</p>	<p>mit (with)</p> <p>in (in/into)</p>	<p>ag (at)</p> <p>ar (on)</p> <p>le (with)</p> <p>Prepositions combine with pronouns to make a single word (a prepositional pronoun).</p> <p>Tá peann agam (=ag + mé / at + me) (I have a pen)</p> <p>Tá áthas orm (=ar + mé / on + me) (I am happy).</p>	<p>a (to)</p> <p>con (with)</p>	<p>wi (with)</p> <p>frae/fae (from)</p> <p>til/tae (to)</p> <p>fornenst (opposite)</p> <p>abain/aboon (above)</p>

Pronoun – A pronoun is a word that can be used instead of a full *noun phrase*. The examples are all *subject pronouns*, as they are the *subject* of the *verb*.

French	German	Irish	Spanish	Ulster-Scots
Je mange. (I eat.)	Ich trinke. (I drink.)	Tá mé sásta. (I am happy.)	Yo como. (I eat.)	A hae (I have)
Tu joues. (You play.)	Du spielst. (You play.)	Tá tú sásta. (You are happy.)	Tú eres nervioso. (You are worried.)	Ye hae (You have)
Il regarde. (He/It watches.)	Er schreibt. (He/It writes.)	Tá sé sásta. (He/It is happy.)	Él bebe. (He/It drinks.)	He/She/It haes (He/She/It has)
Elle écoute. (She/It listens.)	Sie denkt. (She/It thinks.)	Tá sí sásta. (She/It is happy.)	Ella va. (She/It goes.)	Yous/Yiz hae (You plural have)
	Es (it) wohnt. (It lives.)			



<p>Punctuation – Punctuation is the system of marks used in writing to separate, organise, and clarify meaning in <i>sentences</i>, such as full stops, commas, question marks and quotation marks. Different languages may use different marks or use the same marks differently.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p>Two-part punctuation (: ; ! ?) in French requires a space before it.</p> <p>Instead of “quotation marks” French uses « guillemets ».</p> <p>Some short words lose their –e ending when they come before a word beginning with a vowel. The –e is replaced with an apostrophe, which reflects the vowel sounds that merge. E.g. le enfant → l’enfant (the child), je aime → j’aime (I like)</p>	<p>All German nouns have capital letters, regardless of where they appear in the sentence.</p> <p>Commas are used more strictly, especially before subordinate (dependent) clauses.</p>	<p>Punctuation in Irish works similarly to that in English.</p> <p>Some short words lose their –vowel ending when they come before a word beginning with a vowel. The vowel is replaced with an apostrophe in writing, reflecting the vowel sounds that merge. E.g. do obair → d’obair (your work).</p>	<p>Spanish uses inverted question and exclamation marks (¿ ? / ¡ !) at the start and end of questions or exclamations.</p>	<p>Punctuation in Ulster-Scots is the same as in English.</p> <p>There is a tendency now not to use an apostrophe in Ulster-Scots spelling as this implies a missing letter or a contraction where that is not the case.</p> <p>fill’t → fillt (filled)</p> <p>drap’t → drapt (dropped)</p> <p>aa’ → aa (all)</p> <p>Apostrophes are still used for contractions:</p> <p>A’m → A am (I am)</p> <p>g’up → go up (go up)</p> <p>Apostrophes are generally not used to show possession (apart from with proper nouns, e.g., Mary’s doag).</p> <p>ma mithers doag (My mother’s dog)</p> <p>tha fowks leid (the people’s language)</p>

<p>Question – A question is a <i>sentence</i> that asks for information. A closed question, in some languages, must be answered by yes or no, or with a specific choice (apples or pears?). In other languages, a closed question must be answered by restating the <i>verb</i> in the question (“<i>verb echo</i>”). An open question contains a <i>wh-word</i>, often at the start, and has more information in the answer than yes/no. An interrogative is a word, phrase or grammatical form used to ask a question.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p><i>[closed question]</i></p> <p>Tu aimes le sport ? (Do you like sport?)</p>	<p><i>[closed question]</i></p> <p>Machst du Sport? (Do you do sport?)</p>	<p>Irish has no direct words for ‘yes’ and ‘no’ and uses ‘verb-echo’ answers.</p>	<p><i>[closed question]</i></p> <p>¿Tienes un perro? (Do you have a dog?)</p>	<p><i>[closed question]</i></p> <p>Dae ye hae a doag? (Do you have a dog)</p>
<p><i>[open question]</i></p> <p>Tu es comment ? (What are you like?)</p>	<p><i>[open question]</i></p> <p>Wann schwimmst du? (When do you swim?)</p>	<p><i>[closed question]</i></p> <p>An maith leat ceol? (Do you like music?) Is maith (I like=yes) Ní maith (I don’t like=no) An dalta thú? (Are you a pupil?) Is ea (I am=yes), ní hea (I am not=no) An ndéanann Séan obair bhaile gach oíche? (Does Séan do homework every night?) Déanann (Séan does=yes) Ní dhéanann (Séan does not=no)</p> <p><i>[open question]</i></p> <p>Cén sórt bia is fearr leat? (What type of food do you prefer?)</p>	<p><i>[open question]</i></p> <p>¿Cuándo haces deporte? (When do you do sport?)</p>	<p><i>[open question]</i></p> <p>Whut ir ye daen tha day? (What are you doing today?)</p>

Relative clause – A relative clause is a type of *subordinate (dependent) clause* that gives extra information about a *noun*, usually introduced by a relative *pronoun* such as *who*, *which* or *that*.

French	German	Irish	Spanish	Ulster-Scots
Voici la fille qui est malade . (Here's the girl who is sick .)	Das ist der Herr, der Fußball spielt . (That is the man, who plays football .)	Sin é an fear atá tinn . (That is the man who is ill).	Aquí está el libro que es tu regalo favorito . (Here is the book that is your favourite present .)	Thon's tha fairmer that gien us a han biggin tha wa . (That's the farmer, who helped us to build the wall .)



Rhyme – When stressed syllables (plus most of what follows them) in a word sound the same or similar. Rhyme is commonly used in poetry, songs and word play.				
French	German	Irish	Spanish	Ulster-Scots
<p>La Chandeleur Que du bon<u>heur</u> Avec ma s<u>œur</u> !</p> <p>Beaucoup de beu<u>re</u> Pour mon quatre-<u>heures</u> Mais sans ranc<u>œur</u> !</p> <p>L’hiver se me<u>urt</u> Ou prend vigeu<u>re</u> Je n’ai pas pe<u>ur</u> !</p> <p>Plein de couleu<u>rs</u> Comme de belles fleu<u>rs</u> Près de mon c<u>œur</u> !</p> <p>(Marie-Odile Guillou - La Chandeleur)</p>	<p>Du musst versteh<u>n</u>!</p> <p>Aus Eins mach Z<u>ehn</u>, Und Zwei lass geh<u>n</u>, Und Drei mach gleich, So bist du re<u>ich</u>.</p> <p>Verlier die Vier! Aus Fünf und Se<u>chs</u> So sagt die Hex, Mach Sieben und A<u>cht</u>, So ist’s vollbr<u>acht</u>: Und Neun ist E<u>ins</u>, Und Zehn ist ke<u>ins</u>. Das ist das Hexen- Einmale<u>ins</u>!</p> <p>(Goethe - Faust I, Hexen- Einmaleins)</p>	<p>A haon, a <u>dó</u>, muc is <u>bó</u>, A trí, a ceath<u>air</u>, bróga leath<u>air</u>, A cúig, a sé, cupán <u>tae</u>, A seacht, a <u>hoch</u>t, seanbhean <u>bhoch</u>t, A naoi, a <u>deich</u>, císte <u>te</u>.</p>	<p>La playa en ver<u>ano</u> Las olas del mar La brisa, un hel<u>ado</u> Saltar y nad<u>ar</u></p> <p>Comida en el <u>patio</u> Melón y sand<u>ía</u> Papá con su <u>radio</u> Siesta al mediod<u>ía</u></p> <p>El cubo y la <u>pala</u> Enormes castillo<u>s</u> Paseo por la play<u>a</u> El cielo amarill<u>o</u></p> <p>El pelo enred<u>ado</u> La arena y la sal Dedos arrug<u>ados</u> Cenar en el bar</p> <p>La ventana ab<u>ierta</u> Dormir con la abuela La playa desi<u>erta</u> Cubierta de estrellas</p> <p>(Juan Guinea Díaz - La playa)</p>	<p>My Aunt Jane she tuk me <u>in</u> An gien me tay oot o her wee <u>tin</u></p> <p>Half a bap wae sugar on tha <u>tap</u></p> <p>An three black balls fae her wee <u>shap</u></p> <p>My Aunt Jane sez drink yer <u>tay</u></p> <p>An sing oot til yer dyin’ <u>day</u> An ye wunner why A’m sae <u>prood</u></p> <p>An ye wunner why A sing sae <u>lood</u></p>

Root – The core part of a word that stays (almost) constant across different forms of the word. The root has a core meaning and usually retains the same or similar spelling and sounds when other parts of words (e.g. *inflections, prefixes, suffixes*) are added to make different forms of the word.

French	German	Irish	Spanish	Ulster-Scots
<p>chanter (to sing)</p> <p>chantant (singing)</p> <p>chanté (sung, sang)</p> <p>une chanson (a song)</p> <p>un chanteur (a singer)</p>	<p>lernen (to learn)</p> <p>lernend (learning)</p> <p>gelernt (learned, learnt)</p> <p>das Lernen (learning)</p> <p>der Lerner - learner</p>	<p>múin (to teach)</p> <p>ag múineadh (teaching)</p> <p>múinteoir (teacher)</p>	<p>cantar (to sing)</p> <p>cantando (singing)</p> <p>canté (I sang)</p> <p>una canción (a song)</p> <p>un cantante (a singer)</p>	<p>Tae hoke (to dig/ rummage)</p> <p>Hokin (digging, rummaging)</p> <p>A guid hoke (to have a good dig or rummage)</p> <p>A hoked (I dug/ rummaged)</p>

Sentence – A sentence is a group of words that are grammatically connected to each other. It must contain at least a *subject* and a *verb*. A sentence may consist of one or more *clauses*, connected by subordination or co-ordination.

French	German	Irish	Spanish	Ulster-Scots
<p>L'idée est excellente. (The idea is excellent.)</p>	<p>Die Band spielt das Lied. (The band plays/is playing the song.)</p>	<p>Ólaim uisce gach maidin. (I drink water every morning.)</p>	<p>Hay unos libros en la mesa. (There are some books on the table.)</p>	<p>A drapped it on tha flure. (I dropped it on the floor.)</p>

Singular – Singular means one.

French	German	Irish	Spanish	Ulster-Scots
<p>un livre (a / one book)</p> <p>la liste (the list)</p>	<p>ein Tisch (a / one table)</p> <p>die Blume (the flower)</p>	<p>an buachaill (the boy) an cailín (the girl)</p>	<p>un dibujo (a / one drawing)</p> <p>la palabra (the word)</p>	<p>tha doag (the dog)</p> <p>yin doag (one dog)</p>

Statement – A statement expresses a fact, an idea, an opinion or an observation of something.				
French	German	Irish	Spanish	Ulster-Scots
J'aime le sport. (I like sport.)	Ich mache Sport. (I do sport.)	Tá an bia blasta (The food is tasty.)	Hago deporte. (I do sport)	It's teemin tha day. (It's raining heavily today.)
C'est super. (It's great.)	Sport ist toll. (Sport is great.)	Imrím spórt (I play sport.)	El deporte es divertido. (Sport is fun.)	A'm naw weel. (I'm not well.)

<p>Stress – The emphasis on specific syllables that produce a kind of ‘sound rhythm’ to speech, which can be different in different languages. Using different stress patterns can contribute to a person’s <i>accent</i>.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p>French stresses each syllable of each word in a sentence fairly equally, allowing a slightly longer stress on the final syllable of a phrase.</p> <p>French cognates therefore often sound different from their English equivalents:</p> <p><u>or-ga-ni-ser</u> (to organise) <u>ré-pé-ter</u> (to repeat) <u>pré-sen-ta-tion</u> (compared to the presentation) <u>con-tent</u> (happy, compared to the English: <u>content</u> OR <u>content</u>)</p>	<p>German has strong lexical stress, often on the 1st syllable: <u>s</u>pielen (to play) <u>r</u>ichtig (correct)</p> <p>Many German words beginning with inseparable prefixes (be-, ge-, ver-) stress the 2nd syllable: <u>v</u>erstehen (to understand) <u>G</u>eschenk (present)</p> <p>German cognates usually stress a later syllable than their English equivalents: <u>M</u>usik (music) <u>P</u>erson (person) <u>n</u>ormalerweise (normally)</p>	<p>Suffixes are added to words that are to be stressed in Irish.</p> <p>Mo chóta (my coat) → mo chóta-<u>s</u>a (my coat)</p> <p><i>Emphatic pronouns</i> Mé - (me) → mise</p>	<p>Spanish has strong lexical stress with very clear rules.</p> <p>If there is no written accent: - words ending in vowel, -n or -s stress the penultimate syllable - words ending in other consonants stress the final syllable</p> <p><u>a</u>gosto (August) <u>e</u>xamen (exam) <u>B</u>uenos <u>d</u>ías (Good morning) <u>e</u>spañol (Spanish) <u>p</u>rofe<u>s</u>or (teacher) <u>f</u>eliz (<u>h</u>appy)</p> <p>Where the stress on any word does not follow the rule above, there will be an accent to indicate the stress: <u>a</u>llá (there) <u>t</u>ambi<u>e</u>n (also) <u>i</u>ngl<u>e</u>s (English)</p>	<p>Ulster-Scots has very similar lexical stress rules to English and German, often on the first syllable:</p> <p><u>t</u>akin (talking) <u>d</u>anner (a stroll)</p>

Subject – The subject of a <i>verb</i> is the <i>noun phrase</i> (the <i>person</i> , place, thing or idea) that is doing (or being) the <i>verb</i> .				
French	German	Irish	Spanish	Ulster-Scots
<p>Elle fait l'activité. (She does the activity)</p> <p>La maison a trois chambres. (The house has three bedrooms.)</p> <p>L'idée est bizarre. (The idea is strange.)</p>	<p>Er singt das Lied. (He sings the song.)</p> <p>Das Haus hat sieben Fenster. (The house has seven windows.)</p> <p>Das Beispiel ist klar. (The example is clear.)</p>	<p>Tá mé ag ceol. (I am singing.)</p> <p>Osclaíonn an siopa ar a seacht a chlog. (The shop opens at seven o'clock.)</p> <p>Tá an teanga saibhir. (The language is rich.)</p>	<p>Yo estoy feliz. (I am happy.)</p> <p>La casa tiene tres puertas. (The house has three doors.)</p> <p>La pregunta es importante. (The question is important.)</p>	<p>A'm gan fur a danner. (I'm going for a stroll.)</p> <p>Tha hoose haes three dures. (The house has three doors.)</p> <p>Tha Leid wus brocht fae Scotlan. (The language was brought from Scotland.)</p>

Subordinate (dependent) clause – A subordinate (dependent) clause does not form a <i>sentence</i> by itself; it depends on the <i>main (independent) clause</i> of the <i>sentence</i> to make sense.				
French	German	Irish	Spanish	Ulster-Scots
<p>Je mange du chocolat parce que j'adore ça ! (I eat chocolate because I love it.)</p>	<p>Sie schwimmt oft, denn es ist toll. (She often swims, because it is great.)</p>	<p>Sin í an bhean a cheolann go binn. (That is the woman who sings beautifully.)</p>	<p>El chico escucha música porque es divertido. (The boy listens to music because it is fun.)</p>	<p>Thon's tha fairmer that gien us a han biggin tha wa. (That's the farmer who helped us to build [gave us a hand building] the wall.)</p>

Suffix – A suffix is added to the end of one word to turn it into another word. See <i>derived words</i> and <i>inflection</i> .				
French	German	Irish	Spanish	Ulster-Scots
content (happy - masculine) → contente (happy - feminine)	das Spiel (game) → das Spielchen (little game)	Bialann (place where food is eaten/restaurant)	director (male director/headteacher) → directora (female director/headteacher)	Licht (light) → lichts (lights)
idée (idea) → idées (ideas)	Idee (idea) → Ideen (ideas)	Leabharlann (place where books are/library)	gato (cat) → gatos (cats)	Thocht (thought) → thochtfu (thoughtful)
normale (normal - feminine) → normalement (normally)	Monat → monatlich (monthly)	Amhránaí (singer)	normal (normal) → normalmente (normally)	
	klar (clear) → die Klarheit (clarity)			

Tense – Tense tells us when an event occurred (e.g. in the past, present or future). It is often signalled by <i>inflections</i> on the <i>verb</i> .				
French	German	Irish	Spanish	Ulster-Scots
<p><i>[present tense example]</i> je joue (I play / am playing)</p> <p><i>[past tense example]</i> j'ai joué (I played) /</p> <p>je jouais (I was playing / used to play)</p> <p><i>[future tense example]</i> je jouerai (I will play) / je vais jouer (I am going to play.)</p>	<p><i>[present tense example]</i> Die Frau schwimmt oft. (The woman swims often.)</p> <p><i>[past tense example]</i> Der Hund hat ein Spiel gespielt. (The dog played a game.)</p> <p><i>[future tense example]</i> Ich werde tanzen. (I will dance.)</p>	<p><i>[present tense example]</i> Cuirim (I put) Tá mé ag cur (I am putting)</p> <p><i>[past tense example]</i> Chuir mé (I put) Chuirinn (I used to put)</p> <p><i>[future tense example]</i> Cuirfidh mé (I will put) Tosóidh mé (I will begin)</p>	<p><i>[present tense example]</i> hablo (I speak), estoy hablando (I am speaking)</p> <p><i>[past tense example]</i> hablé (I spoke) estaba hablando (I was speaking) hablaba (I used to speak)</p> <p><i>[future tense example]</i> hablaré (I will speak) voy a hablar (I am going to speak)</p>	<p><i>[present tense example]</i> A am rinnin doon tha loanen. (I am running down the lane.)</p> <p><i>[past tense example]</i> He dannert roon tha toon. (He strolled around the town.)</p> <p><i>[future tense example]</i> It's fur snaain tha morra. (It's going to snow tomorrow.) A wull taak tae ye in tha moarnin. (I will talk to you in the morning.)</p>

<p>Verb – Verbs can express a wide range of meanings, like being, becoming, imagining, doing. A verb has a <i>subject</i>, which is the phrase (often a noun) that carries out (or is) the verb. Verbs have an <i>infinitive</i> form – the base form found in dictionaries. Verbs can also express <i>tense</i> (present/past/future), <i>person</i> or <i>number</i>, often expressed through an <i>inflection</i> added to the verb.</p>				
French	German	Irish	Spanish	Ulster-Scots
<p>être (to be, being) avoir, (to have, having) faire (to do, make)</p> <p>Je suis ici. (I am here.) Tu as une idée. (You have an idea.)</p> <p>Elle fait un effort. (She makes/is making an effort.)</p>	<p>sein (to be, being) haben (to have, having) spielen (to play, playing)</p> <p>Ich bin hier. (I am here.) Du hast eine Idee. (You have an idea.)</p> <p>Er spielt ein Spiel. (He plays/is playing a game.)</p>	<p>glan (clean) cuir (put) déan (do, make)</p> <p>Glanaim an teach. (I clean the house.)</p> <p>Déanann tú d’obair bhaile. (You do your homework.)</p> <p>Cuireann sí a cóta uirthi. (She puts her coat on.)</p> <p>The copula is a special verb with limited forms. It is primarily used for classification (X is a Y), identification (X is Y) and/or expressing personal opinions, abilities or preferences. For example, With classification: is múinteoir é Seán (Seán is a teacher), is doras é (it is a door)</p> <p>With identification: is mise Seán (I am Seán)</p> <p>Showing preference: is maith liom (I like), ní maith liom (I don’t like)</p>	<p>estar (to be, being - location, state) tener (to have, having) escuchar (to listen, listening)</p> <p>María está en casa. (María is at home.)</p> <p>In Spanish, subject pronouns are often left out with inflected verbs:</p> <p>Estoy en clase. (I am in class.)</p> <p>Tienes una idea. (You have an idea.)</p> <p>Escucha canciones. (She/he listens/is listening to songs.)</p>	<p>dae (to do) hae (to have) danner (to stroll)</p> <p>A dae mae hamework. (I do my homework.)</p> <p>We ir dannering. (We are strolling/walking casually.)</p>

Word family – The words in a word family are related to each other by meaning and grammar. How a word family is defined depends on which type of grammar is included (e.g. *inflections*: help, helps, helped, helping; *derived words*; helpless, unhelpful).

French	German	Irish	Spanish	Ulster-Scots
lire (to read, reading)	arbeiten (to work, working)	imir (to play)	celebrar (to celebrate, celebrating)	gether (to gather)
je lis (I read)	ich arbeite (I work)	ag imirt (playing)	celebro - I celebrate	A gethered (I gathered)
nous lisons (we read)	ihr arbeitet (you plural work)	imreoir (player)	celebramos - we celebrate	a gether-up (a hotch-potch; a motley crowd)
il lisait (he used to read)	die Arbeit (the work)	imeartha (played)	celebraba - she/he/it used to celebrate	a getherin (a gathering of people)
lisible (readable)	der Arbeiter (the worker)		la celebración - celebration	athegither/altegither (altogether)
la lecture (reading, lecture)	die Arbeiterin (the female worker)		celebrado/a - celebrated	gether yersel thegither (pull oneself together, straighten oneself up)
le lecteur (the reader)				

Appendix 2: Content for language-specific strands

In the phonics sections of this appendix:

A “source word” contains the target sound–spelling correspondence (SSC). All other letters in the word are either transparent consonants or likely to be previously taught correspondences. The word is typically high-frequency and on the vocabulary list. It offers a key model for illustrating the SSC.

“Cluster words” are a small group of words that further illustrate the target SSC. They include examples of the SSC in different positions in the word (e.g. initial, medial, final), if possible, while ensuring that other letters are either transparent consonants or likely to have been previously taught. These words are, where possible, high-frequency and on the vocabulary list.

French

KS2 French strand: phonics

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
silent final consonant	dans	in	mot	word	prix	price (prize)
a	animal	animal/pet	sac	bag	banane	banana
e	je	I	cheval	horse	second	second
i	midi	midday	lit	bed	qui ?	who?
closed o/ô	photo	photo	orange	orange	moto	motorbike
u	tu	you	univers	universe	salut !	hi!
en/an	enfant	child	grand	tall, big	quand ?	when?
silent final e	timide	shy	monde	world	centre	centre
closed eu	deux	two	jeu	game	un peu	a little
un (contrast une)	un	a	lundi	Monday	commun	common
t-liaison	e.g., c’est un/une...					

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KEY STAGE 2: LANGUAGE AND CULTURAL AWARENESS THROUGH MULTILINGUALISM (LCA)

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
ch	chercher	to look for	dimanche	Sunday	chat	cat
au/eau	gauche	left	faux	false, wrong	bateau	boat
ou	nous	we	jouer	to play, playing	douze	12
é (-er, -ez) and 'et' (and)	écrire	to write, writing	bébé	baby	donner	to give, giving
open eu/œu	cœur	heart	neuf	nine	jeune	young
oi	voir	to see, seeing	droite	right	trois	three
s-liaison	e.g., les ordinateurs					
x-liaison	e.g., deux oranges					
ain/in	train	train	main	hand	vingt	twenty
-ien	bien	good	chien	dog	combien ?	how much?
on	non !	no!	onze	eleven	monde	world
r	rue	road, street	frère	brother	triste	sad

KS2 French strand: vocabulary

Words with multiple meanings (or same meaning but different part of speech) are taught cumulatively; such words are indicated with superscript in the table below.

Part of speech	French words
Determiners	Articles: un, une, le/l', la/l', des, les Possessives: mon, ma, ton, ta
Nouns	animal, anglais, anniversaire, ballon, cadeau, cahier, chapeau, chat, chien, crayon, film, frère, gâteau, irlandais, jeu, jour, livre, monsieur, père, professeur, sac, stylo, uniforme bouteille, chanson, chose, famille, madame, maison, mère, orange, peluche, photo, phrase, professeure, règle, semaine, sœur, table
Pronouns	je, tu, il, elle, ce (c'), moi, toi
Verbs	être – je suis, tu es, il/elle/c'est avoir – j'ai, tu as, il/elle a aimer, chanter, détester, donner, écouter, habiter, parler, porter, préférer, préparer, regarder, répéter, trouver, utiliser lire, écrire
Adjectives	absent, amusant, bleu, calme, content, facile, français, grand ^{1,2} , heureux, heureuse, nord-irlandais, jaune, important, malade, petit ^{1,2} , présent, préféré, rouge, sérieux, sérieuse, sympathique, triste, vert
Adverbs	aujourd'hui, beaucoup de, bien, ici, là, lentement, mal, normalement, parfois, souvent, très
Interrogatives	comment, quand, qui, quoi, où
Prepositions	à ^{1,2,3} , avec, en, pour, voici
Conjunctions	et, mais, ou, aussi

Part of speech	French words
Multiword phrases	au revoir, ça va(?), comment dit-on ...? Il y a, je ne comprends pas, je ne sais pas, s'il te plaît, s'il vous plaît, tous les jours
Other	Bonjour ! merci, oui, non, Salut ! France, Irlande du Nord, (République d'Irlande)
Numbers	un, une, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze
Days of the week	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

KS2 French strand: grammar

Term	French KS2 grammar content
Noun: gender	All French nouns are either masculine or feminine. The noun and its gender should be learnt together, as a noun's gender cannot reliably be inferred from its spelling. Grammatical gender is not the same as biological gender; 'une table' is feminine but not female.
Noun: singular	jeu (m), jour (m) livre (m) uniforme (m) chose (f), photo (f), maison (f) semaine (f)
Noun: plural	Add -s to most nouns - jours, semaines Add -x to masculine nouns ending in -eu and -(e)au - jeux, cadeaux
Numbers 1-12	Un/une means a/an and one. It matches the gender of the singular noun it precedes - un livre, une maison. Other numbers do not change for gender when used to quantify (plural) nouns - deux livres, cinq maisons.
Determiners: indefinite articles	un, une - a/an/one (m, f) des - some (mpl, fpl)

Term	French KS2 grammar content
Determiners: definite articles	le, l' - the (m) la, l' - the (f) Le and la become l' when the noun starts with a vowel or silent 'h'. les - the (mpl, fpl)
Determiners: singular possessives	mon (m), ma (f) (my), ton (m), ta (f) (your) precede singular nouns.
Pronoun: singular	je (I), tu (you), il (he), elle (she), ce, (c') - this, that
Adjective	Adjectives usually follow the noun they describe and match noun gender and number –un chapeau bleu, une chose importante. Many adjectives add -e for singular feminine, -s for plural masculine and -es for plural feminine nouns. Adjectives ending in -e do not change for singular feminine and add-s for plural masculine and feminine nouns. Some adjectives go before the noun – e.g. grand, petit.
Verb: infinitive	Most French infinitive verbs end in -er - parler (to speak); chanter (to sing); habiter (to live). Other infinitives end in -re - lire (to read) or -ir - finir (to finish). When used as the subject of a sentence, French infinitives translate into English as -ing – Écouter, c'est important. (Listening is important).
Verb: irregular present (1st, 2nd, 3rd singular)	être (to be, being) – je suis (I am), tu es (you are), il est (he, it is) elle est (she, it is)
Question/interrogative: closed intonation question	¿Tu es ici? (Are you here?)
Question/interrogative: open wh-word information question	¿Tu es où? (Where are you?) ¿Tu es comment? (What are you like?)
Verb: irregular present (1st, 2nd, 3rd singular)	avoir (to have, having) – j'ai (I have), tu as (you have), il a (he, it has), elle a (she, it has)

Term	French KS2 grammar content
Conjugation: present tense regular -er base form or stem of the verb + singular inflections	écouter (to listen, listening), écout- (stem), j'écoute (I listen), tu écoutes (you listen), il écoute (he, it listens), elle écoute (she, it listens)
Subject / Person	The subject of a verb (the thing 'doing', 'acting' or 'being' the verb) can be a noun (le chien), a proper noun (Marie), or a pronoun (je).
Verb: irregular present	il y a (there is, there are)
Modal verb: present (1st singular)	vouloir (to want, wanting) – je veux (I want)
Adverb	Some French adverbs usually go after the verb - location: Je suis là. (I am there); frequency: il parle souvent. (He often speaks.) Parfois (sometimes) almost always goes at the beginning of the sentence. Other French adverbs can go at the beginning or end of the sentence – temporal: Aujourd'hui, j'écoute le professeur. (Today I'm listening to the teacher.) J'écoute le professeur, aujourd'hui. (I'm listening to the teacher today).
Conjunction	Extend sentences by joining two main clauses together using et (and) or mais (but) – Je chante en anglais mais j'aime chanter en français, aussi. (I sing in English but I also like singing in French.)
Preposition	French prepositions can have more than one common translation in English – J'habite à Belfast. (I live in Belfast.) Je suis à la maison. (I am at home.)

German

KS2 German strand: phonics

SSC	Source word	English	Cluster word 1	English	Cluster word 2	English
long [a], [ah], [aa]	ja	yes	da	there	Tag	day
short [a]	hallo	hello	danke	thank you	was?	what?
long [e], [eh], [ee]	geben	to give	Idee	idea	mehr	more
short [e]	denken	to think	Bett	bed	helfen	to help
[ei]	frei	free	klein	small	ein	one, a
[z]	Zug	train	zehn	ten	sitzen	to sit, be seated
[w]	Welt	world	Wasser	water	gewinnen	to win
[ie]	Liebe	love	sie	she	Brief	letter
long [o],[oh], [oo]	wo?	where?	wohnen	to live	Million	a million
short [o]	Kopf	head	offen	open	kommen	to come
long [i], [ih]	wir	we	Linie	line	ihn	him
short [i]	bitte	please	Hilfe	help	mit	with
hard [ch]	Buch	book	machen	to do, make	Woche	week
soft [ch]	ich	I	leicht	easy	sprechen	to speak
long [u], [uh]	du	you	gut	good	super	super
short [u]	Punkt	full stop, dot	dunkel	dark	Nummer	number
long [ü/y], [üh]	Tür	door	grün	green	müde	tired
short [ü/y]	fünf	five	Glück	good luck	wünschen	to wish
long [ä], [äh]	spät	late	zählen	to count	wählen	to choose

SSC	Source word	English	Cluster word 1	English	Cluster word 2	English
short [ä]	Blätter	leaves	Hände	hands	Länder	countries
long [ö], [öh]	König	king	Österreich	Austria	Wörter	words
short[ö]	Köpfe	heads	öffnen	to open	zwölf	12
[äu]	Mäuse	mice	Häuser	houses	Bäume	trees
[sch]	schreiben	to write	falsch	false, wrong	schwarz	black
[sp-]	spielen	to play	Sprache	language	sprechen	to speak
[st-]	stark	strong	Straße	street, road	Stadt	town, city
[s-, -s-]	singen	to sing	langsam	slow	Person	person
[ß] [ss] [-s]	groß	big (tall)	heißen	to be called	Fußball	football
[v]	vier	4	vergessen	to forget	positiv	positive
[au]	Haus	house	blau	blue	laufen	to run
[eu]	Deutschland	Germany	Freund	friend	heute	today
[j]	ja	yes	Junge	boy	jung	young

KS2 German strand: vocabulary

Words with multiple meanings (or same meaning but different part of speech) are taught cumulatively; such words are indicated with superscript in the table below.

Part of speech	German words
Determiners	Articles: ein, eine, einen, der, die, das ¹ Possessives: mein, meine, dein, deine
Nouns	Bleistift, Deutsch, Englisch, Freund, Fußball, Geburtstag, Herr, Hund, Irisch, Kuchen, Lehrer, Monat, Ort, Tag, Tisch Blume, Farbe, Flasche, Frau, Freundin, Lehrerin, Musik, Nummer, Person, Schule, Tafel, Tasche, Woche Beispiel, Buch, Ding, Fenster, Foto, Geschenk, Handy, Haus, Haustier, Heft, Lied, Spiel, Tier, Wasser, Wort
Pronouns	ich, du, er, sie, es, das ² , viel
Verbs	sein - bin, bist, ist haben - habe, hast, hat denken, lernen, singen, spielen, verstehen, gewinnen, hören, machen, schwimmen, tanzen, heißen, wohnen können - (ich) kann, (du) kannst
Adjectives	falsch, fertig, groß, gut, klar, klein, richtig, schlecht, toll, blau, gelb, rot
Adverbs	da, hier, auch, sehr, oft, heute, langsam, morgen, normalerweise
Interrogatives	Wann? Was? Wer? Wie? Wo?
Prepositions	in
Conjunctions	und, oder, aber
Multiword phrases	auf Deutsch, auf Englisch, auf Irisch, Auf Wiedersehen, es gibt, Guten Tag, ich verstehe nicht, ich weiß (es) nicht, jeden Tag, nicht wahr? Wie geht's? Wie sagt man ...? zu Hause
Other	ja, nein, bitte, danke, hallo, tschüss, Lieblings-, Deutschland, Nordirland, (Republik) Irland

Numbers	eins, zwei, drei, vier, fünf, sechs, sieben, acht, neun, zehn, elf, zwölf
Days of the week	Montag, Dienstag, Mittwoch, Donnerstag, Freitag, Samstag, Sonntag
Months of the year	Januar, Februar, März, April, Mai, Juni, Juli, August, September, Oktober, November, Dezember

KS2 German strand: grammar

Term	German KS2 grammar content
Noun: gender	All German nouns are masculine, feminine or neuter. Grammatical gender is not the same as biological gender – ‘der Tisch’ is masculine, not male. The noun and its gender should be learnt together, as a noun’s gender cannot reliably be inferred from its spelling. All German nouns are capitalised, regardless of where they appear in the sentence.
Noun: singular	Hund (m), Kuchen (m) Tag (m) Farbe (f), Musik (f), Person (f) Buch (nt), Haus (nt), Wasser (nt)
Noun: plural	Add -e to many masculine and neuter nouns - Hunde, Tage, Dinge, Geschenke Add -(e)n to most feminine nouns - Farben, Frauen
Quantifiers: numbers 1-12	Ein, eine, ein means a/an and one. It matches the gender of the singular noun it precedes - ein Geburtstag (m), eine Blume (f), ein Spiel (nt) Other numbers do not change for gender when used to quantify (plural) nouns - zwei Geburtstage, drei Blumen, fünf Spiele
Determiners: indefinite articles	ein, eine, ein - a/an/one (m, f, nt)
Determiners: definite articles	der, die, das - the (m, f, nt) die - the (mpl, fpl, ntpl)

Term	German KS2 grammar content
Determiners: singular possessives	Mein, meine, mein (my - m, f, nt) and dein, deine, dein (your - m, f, nt) precede singular nouns and match the gender of the noun they modify.
Pronoun: singular	ich (I), du (you), er (he), sie (she), es (it), das (that), viel (a lot of)
Adjective	Adjectives used after the verb 'sein' (to be) do not change spelling for gender or number. Der Hund ist klein. (The dog is small.) Die Person ist gut. (The person is good.) Das Spiel ist toll. (The game is great.)
Verb: infinitive	Most German infinitive verbs end in -en - lernen (to learn); machen (to do, make); singen (to sing).
Subject / Person	The subject of a verb (the thing 'doing', 'acting' or 'being' the verb) can be a noun (der Hund), a proper noun (Helene), or a pronoun (ich).
Verb: irregular present (1st, 2nd, 3rd singular)	sein (to be, being) - ich bin (I am), du bist (you are), er ist (he/it is), sie ist (she/it is), es ist (it is)
Question/interrogative: closed inversion question	Subject and verb switch place to turn a statement into a yes/no question. Du spielst Fußball. (You play football.) - Spielst du Fußball? (Do you play football?)
Question/interrogative: open wh-word information question	Add a question word to make an open/information question. Wann spielst du Fußball? (When do you play football?) Wo spielst du Fußball? (Where do you play football?)
Verb: irregular present (1st, 2nd, 3rd singular)	haben - (to have, having) - ich habe (I have), du hast (you have), er hat (he/it has), sie hat (she/it has), es hat (it has)
Conjugation: present tense regular; base form or stem of the verb + singular inflections	lernen (to learn, learning), lern- (stem), ich lerne (I learn), du lernst (you learn), er lernt (he learns), sie lernt (she learns), es lernt (it learns)
Verb: irregular present	es gibt (there is, there are)
Modal verb: present (1 st , 2 nd singular)	können (to be able to, can) - ich kann (I can), du kannst (you can) Modal verbs give more information about a 2nd verb. In German, the 2nd verb is always in the infinitive form and goes at the end of the sentence. Ich kann Fußball spielen. (I can play football.)
Conjunction	Extend sentences by joining two main (independent) clauses together using und (and), or (oder) or aber (but). Ich kann singen und ich kann auch schwimmen. (I can sing and I can also swim.)

Irish

KS2 Irish strand: phonics

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
[a]	an	the	na	the (plural)	madadh	dog
[e]	le	with	deirfiúr	sister	ceist	question
[i]	is	is/are (copula)	sin	that	imir	play
[o]	mo	my	do	your	gorm	blue
[u]	rud	thing	cupán	cup	cuir	put
[á]	tá	is/are	lá	day	cá	where
[é]	mé	I/me	éist/éisteacht	listen/listening	scéal	story
[í]	bí	be	sí	she	ní	not
[ó]	spórt	sport	óg	young	tóg	take
[ú]	tú	you	cúig	five	deirfiúr	sister
[n] broad	nach	not	naoi	nine	nua	new
slender	ní	not	duine	person	múinteoir	teacher
[m] broad	mé	I, me	mór	big / large	seomra	room
slender	mise	I, me (emphasised)	Imir	play	mí	month
[t] broad	tá	is	tóg	take	spórt	sport
slender	teach	house	téigh	go	ceist	question
[d] broad	dul	go	doras	door	fada	long
slender	deireadh	end	Dia	God	deacair	hard
[s] broad	sásta	happy	deas	nice	glas	green

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
slender	sí	she	sé	he	sean	old
[l] broad	láidir	strong	lá	day	ól	drink
slender	le	with	leabhar	book	simplí	easy
[r] broad	rud	thing	cara	friend	gorm	blue
slender	cuir	put	réidh	ready	gairid	short
[c] broad	caith	throw	cuir	put / place	scoil	school
slender	cé	who	ceist	question	ceol	music
[b] broad	bóthar	road	buachaill	boy	obair	work
slender	beag	small	Béarla	English	breithlá	birthday
[g] broad	Gaeilge	Irish	agus	and	gorm	blue
slender	(a) cúig	five	cad chuige	why	thuigim	I understand

KS2 Irish strand: vocabulary

Part of speech	Irish words
Determiners	Articles: an, na Possessives: mo, do
Nouns	Gaeilge, Béarla, duine, páiste, rud/rudaí, fuinneog, múinteoir, áit, obair, am, ceann, scéal, fear, bean, madadh, cat, cara, buachaill, cailín, ceol, spórt, spraoi, máthair, athair, tuismitheoirí, deirfiúr, deartháir, clann, breithlá, lá, mí, doras, leabhar, seomra, teach, scoil, ceist, cupán
Pronouns	Subjective: mé, tú, sé, sí Objective: mé, thú, é, í
Verbs	amharc, bí, cuir, déan, téigh, faigh, tóg, imir, ól, éist, labhair, léigh, scríobh

Part of speech	Irish words
Adjectives	<p><i>Colours:</i></p> <p>bán, bándearg, buí, dearg, dubh, glas, gorm</p> <p><i>Other Adjectives:</i></p> <p>Maith, olc, mór, beag, iontach, nua, fada, gairid, sásta, míshásta, óg, sean, láidir, speisialta, deacair, deas, simplí, réidh, te, fuar, ard</p>
Adverbs	<p>Adverbs of place: ar chlé, ar dheis, istigh, amuigh</p> <p>Adverbs out of adjectives: go maith, go hiontach</p> <p>Other: arís</p>
Interrogatives	cé, cad é, cá bhfuil, cá huair, cad chuige/cén fáth, an
Prepositions/ Prepositional Pronouns	<p>ag, agam, agat, chun</p> <p>ar, orm, ort</p> <p>le, liom, leat</p>
Conjunctions	agus, mar, ach
Copula	Is páiste mé, is doras é, is fuinneog í, ní madadh é
Other Multiword Phrases	<p>Maidin mhaith, tráthnóna maith, ní thuigim, níl a fhios agam</p> <p>Dia duit, Dia daoibh, Dia agus Muire duit, Dia agus Muire daoibh, slán, ba mhaith liom..., le do thoil, go raibh maith agat, gabh mo leithscéal, cad é mar atá tú?</p>
Numbers	náid, a haon, a dó, a trí, a ceathair, a cúig, a sé, a seacht, a hocht, a naoi, a deich, a haon déag, a dó dhéag
Days of the week	An Luan, An Mháirt, An Chéadaoin, An Déardaoin, An Aoine, An Satharn, An Domhnach
Months of the year	Eanáir, Feabhra, Márta, Aibreán, Bealtaine, Meitheamh, Iúil, Lúnasa, Meán Fómhair, Deireadh Fómhair, Samhain, Nollaig

KS2 Irish strand: grammar

Term	Irish KS2 grammar content
Nouns	Understand that masculine and feminine nouns exist Gender and plurals: fuinneoga, múinteoirí, fir, mná ... Commonly used noun phrases related to surroundings such as: mála scoile
Determiners: Articles	an, na - an buachaill, na buachaillí, an cailín, na cailíní
Determiners: Possessives	mo, do (+ lenition, "mo chat" etc)
Adjectives	Position of adjective: clár bán, buachaill ard, relevant to list of common adjectives such as: maith, nua/úr, olc, sásta Verbal adjective: déanta, curtha Comparative (relevant to common adjectives): níos airde, níos sine, níos óige Possessive adjective mo, do
Adverbial phrases	Adverbs of place: ar chlé, ar dheis, trasna, istigh, amuigh, isteach, amach Adverbs out of adjectives: go hard, go maith, go deas Other: arís
Pronouns	Subjective: mé, tú, sé, sí, Objective: mé, thú, é, í
The copula	Use of copula through structure, is doras é, is fuinneog í, is páiste mé, ní madadh é, is ea, ní hea.
Prepositions and Prepositional Pronouns	Ag, ar, do, le - in relation to me, you (agam, agat, orm, ort, dom, duit, liom, leat) plus nouns ag Seán, ar thábla, do Mháire, le Síle Simple preposition plus definite article: ag an, ar an, chun an Is maith liom (=le + mé / with + me) (I like) Tá áthas orm (=ar + mé/ on + me) (I am happy)

Term	Irish KS2 grammar content
Verbs	<p>An Object-Verb-Subject language (verb comes before the subject noun or pronoun). Imperative (in second singular and second plural), and present habitual, for example: tóg/tógaigí, tógaim/tógann, ní thógaim, an dtógann tú? faigh/faighigí, faighim/faigheann, ní fhaighim, an bhfaigheann tú?</p> <p>The verb 'bí' - present, present habitual and the use of prepositional pronoun 'ag': present tense: tá, níl, an bhfuil? Present habitual: bíonn, ní bhíonn, an mbíonn?</p> <p>Prep. Pronoun: Tá leabhar agam. Níl deartháir ar bith aige.</p> <p>Verbal Nouns With bí (as progressive auxiliary): Tá mé ag imirt. Níl sé ag ól. As dictionary form: déanamh, cur, imirt etc.</p>
Interrogatives	Interrogatives: cad é? cá háit...
Numbers	<p>Counting: numbers 1-12 Personal Numbers: 1-10 - duine amháin-deichniúr Counting Objects:1-10 - dhá phunt, seacht bpunt Ordinal Number: 1-10 in context of ordering 10 objects</p>
Multiword Phrases	Ní thuigim, níl a fhios agam, go raibh maith agat, le do thoil, Maidin mhaith, tráthnóna maith, Dia duit, Dia daoibh, Dia agus Muire duit, Dia agus Muire daoibh, slán, ba mhaith liom dul chuig an, i mo shuí

Spanish

KS2 Spanish strand: phonics

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
[a]	alto	tall	casa	house	cama	bed
[o]	dos	two	yo	I	con	with
[e]	elefante	elephant	tener	to have, having	papel	paper
[i]	idea	idea	ir	to go, going	primero	first
[u]	universo	universe	un	one/a	mundo	world
[ll]	llamar	to call	ella	she	amarillo	yellow
[l]	libro	book	palabra	word	lista	list
[ca] [co] [cu]	casa	house	comer	to eat, eating	escuchar	to listen, listening
[ce]	centro	centre	doce	12	dulce	sweet
[ci]	decir	to say, tell	cinco	5	cocina	kitchen
[z]	zapato	shoe	cabeza	head	diez	10
[ga] [go] [gu]	ganar	to win, winning	domingo	Sunday	preguntar	to ask, asking
[ge]	gente	people	argentino	Argentinian	imagen	image
[gi]	imaginar	to imagine	página	page	colegio	school
[j]	ojo	eye	rojo	red	pájaro	bird
[ñ]	español	Spanish	mañana	morning	montaña	mountain
[n]	mano	hand	noche	night	nosotros	we
[v]	ver	to see, seeing	verdad	true, correct	verde	green
[b]	celebrar	to celebrate, celebrating	abuela	grandma	bolsa	bag

SSC	Source word	English meaning	Cluster word 1	English meaning	Cluster word 2	English meaning
[-r-] [-r]	pero	but	abrir	to open, opening	Francia	France
[rr] [r-] [-r-]*	perro	dog	correr	to run, running	correo	mail
silent h	hablar	to speak, speaking	helado	ice-cream	hospital	hospital

KS2 Spanish strand: vocabulary

Words with multiple meanings (or same meaning but different part of speech) are taught cumulatively; such words are indicated with superscript in the table below.

Part of speech	Spanish words
Determiners	Articles: un, una, unos, unas, el, la, los, las Singular possessives: mí, tu
Nouns	animal, amigo, cantante (m/f), cumpleaños, deporte, dibujo, día, español, fútbol, gato, hermano, idioma, inglés, irlandés, instrumento, libro, mes, padre, perro, profesor, regalo, señor, uniforme amiga, bicicleta, canción, casa, cosa, escuela, familia, fiesta, guitarra, hermana, idea, madre, mesa, música, palabra, pregunta, profesora, señora
Pronouns	yo, tú, él, ella
Verbs	estar - estoy, estás, está (temporary state, location) ser - soy, eres, es (trait) tener - tengo, tienes, tiene hacer – haces, querer, quiero cantar, celebrar, escuchar, hablar, necesitar, llevar, aprender, leer, ver, escribir hay

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Northern Ireland Curriculum 2028: An entitlement to excellence and equity

KEY STAGE 2: LANGUAGE AND CULTURAL AWARENESS THROUGH MULTILINGUALISM (LCA)

Part of speech	Spanish words
Adjectives	alto, amarillo, ausente, azul, bajo, blanco, cansado, divertido, favorito, feliz, grande, importante, negro, nervioso, pequeño, presente, rojo, tranquilo, triste, verde
Adverbs	aquí, allá, ahora, hoy, lento, muy, no, normalmente, sí, siempre, también
Interrogatives	cómo, cuál, cuándo, dónde, qué, quién
Prepositions	de, en, con
Conjunctions	pero, y
Multiword phrases	buenos días, buenas tardes, ¿cómo se dice ...?, no entiendo, no lo sé, todo el mundo
Other	hola, adiós, España, Irlanda de Norte, (República de) Irlanda
Numbers	uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce
Days of the week	lunes, martes, miércoles, jueves, viernes, sábado, domingo
Months of the year	enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

KS2 Spanish strand: grammar

Term	Spanish grammar content
Noun: gender	Nouns ending in -o are mostly masculine; nouns ending in -a are mostly feminine. Exceptions include: día, idioma. Nouns ending in other letters (-e, -l, -n, -r, -s etc) may be either masculine or feminine. All nouns ending -ión are feminine.
Noun: singular	libro (m), deporte (m), animal (m) inglés (m), día (m) casa (f), canción (f), madre (f)
Noun: plural	Add -s to nouns ending -o, -a, -e - libros, deportes, días, casas. Add -es to nouns ending in consonants - animales, canciones. Days of the week and cumpleaños do not change in the plural: el lunes, los lunes, el cumpleaños, los cumpleaños.
Numbers 1-12	Un/una means a/an and one. It matches the gender of the singular noun it precedes - un libro, una casa. Other numbers do not change for gender when used to quantify (plural) nouns - dos libros, cinco casas.
Determiners: indefinite articles	un, una - a/an/one (m, f) unos, unas - some (mpl, fpl)
Determiners: definite articles	el, la - the (m, f) los, las - the (mpl, fpl)
Determiners: singular possessives	Mi (my) and tu (your) precede singular nouns and are invariable in singular.
Pronoun: singular	yo (I), tú (you), él (he), ella (she)
Adjective	Adjectives usually follow the noun they describe and match noun gender and number -un dibujo divertido, una familia tranquila. Adjectives ending in -o change to -a (f), -os (mpl), -as (fpl) - alto, alta, altos, altas Adjectives ending in -e add -s (mpl/fpl) - grande, grandes Adjectives ending in -z change z to -ces (mpl/fpl) - feliz, felices

Term	Spanish grammar content
Verb: infinitive	Spanish infinitive verbs end in -ar, -er, or -ir - hablar (to speak); aprender (to learn), escribir (to write). When used as the subject of a sentence, Spanish infinitives translate into English as -ing - Escuchar es importante (Listening is important).
Subject / Person	The subject of a verb (the thing ‘acting on’ or ‘being’ the verb) can be a noun phrase (el perro), a proper noun (Julia), or a pronoun (yo). Spanish verb endings often tell us what the subject of the verb is without the need for the subject to be mentioned - Hablo inglés. (I speak English.)
Verb: irregular present (1st, 2nd, 3rd singular)	estar (to be, being for location and state) – estoy (I am), estás (you are), está (she, he, it is)
Question/interrogative: closed intonation question	¿Estás en Inglaterra? (Are you in England?)
Question/interrogative: open wh-word information question	¿Dónde estás? (Where are you?) ¿Cómo estás? (How are you?)
Verb: irregular present (1st, 2nd, 3rd singular)	ser (to be, being for permanent traits) – soy (I am), eres (you are), es (she, he, it, is)
Verb: irregular present (1st, 2nd, 3rd singular)	tener (to have, having) – tengo (I have), tienes (you have), tiene (she, he, it has)
Conjugation: present tense regular -ar base form or stem of the verb + singular inflections	escuchar (to listen, listening), escuch- (stem), escucho (I listen), escuchas (you listen), escucha (she, he, it listens)
Verb: irregular present (1st, 2nd, 3rd singular)	hacer (to do, make) – hago (I do, make), haces (you do, make), hace (she, he, it does, makes)
Verb: irregular present	hay (there is, there are)

Term	Spanish grammar content
Modal verb: present (1st singular)	querer (to want, wanting) – quiero (I want)
Adverb	Some Spanish adverbs usually go in the same position as their English equivalents - location: Estoy aquí (I am here); temporal: Hoy necesito cantar. Necesito cantar hoy. (Today I need to sing. I need to sing today.) Some Spanish adverbs can go in a different position from their English equivalents bien: Hablo bien español. (I speak Spanish well.)
Conjunction	Extend sentences by joining two main (independent) clauses together using y (and) or pero (but) -Estoy aquí pero quiero estar allá. (I am here but I want to be there.)
Preposition	Spanish prepositions can have more than one common meaning in Spanish - Estoy en la escuela. (I am in school.) Mi libro está en la mesa. (My book is on the table.) Soy de Inglaterra. (I am from England.) Es el profesor de mi amigo. (It's the teacher of my friend / my friend's teacher.) The preposition 'de' is used for possession instead of the apostrophe used in English.



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