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| **Reading**  From second level, learners will read text in order to use and find information (e.g. MLAN 2-08b), to appreciate other cultures (e.g. MLAN 2-09a) and for interest and enjoyment (e.g. MLAN 2-10a), while developing a range of reading strategies including the use of dictionary (e.g. MLAN 2-11a), knowledge of English and, possibly, other languages with which they are familiar (e.g. MLAN 2-11b/MLAN 2-11d) and knowledge of the target language (e.g. MLAN 2-11c).  At second level, children will be able to understand the main points from a short written text presented in traditional print form or electronically and draw upon a range of support including glossaries, word- lists, peer and teacher support. | | |
| **Reading**  **Finding and using information** | [**Es**](https://www.education.gov.scot/Documents/LANGUAGES%20LADDER/LANGUAGES%20LADDER%20LISTENING.doc) **& Os**  I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.  **MLAN 2-08a**  I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.  **MLAN 2-08b** | **Benchmark for 2nd Level**   * Matches images to appropriate text in the target language. * Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. * Summarises the text in English. * Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases. |
| **Reading to appreciate other cultures** | [**Es**](https://www.education.gov.scot/Documents/LANGUAGES%20LADDER/LANGUAGES%20LADDER%20LISTENING.doc) **& Os**  I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.  **MLAN 2-09a** | **Benchmark for 2nd Level**   * Demonstrates understanding of a range of simple texts appropriate to the level, including photographs, maps, artefacts and artworks in the target language by, for example, explaining to others the gist of the text in English, noting down facts from the text in English, or answering some questions in English about the texts they have read. |
| **Reading**  **Using knowledge about language** | [**Es**](https://www.education.gov.scot/Documents/LANGUAGES%20LADDER/LANGUAGES%20LADDER%20LISTENING.doc) **& Os**  I can understand how a bilingual dictionary works and use it with support.  **MLAN 2-11a**  I can make comparisons and explore connections between spelling patterns in English and the language I am learning.  **MLAN 2-11b**  I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.  **MLAN 2-11c** | **Benchmark for 2nd Level**  Uses a bilingual dictionary to support understanding of unfamiliar vocabulary in the target language and to cross-check words or phrases they have written in the target language.   * Identifies words in the target language which are similar in different languages to support understanding of unfamiliar words. * Applies knowledge of alphabetical order to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. |
| **Writing**  The expectation at second level is that learners will be able to write a few sentences about themselves and others using expressions which they have already learned and, with support, including writing frames, peer and teacher input, demonstrate an awareness of the writing system of the L2.  Across all levels, learners will write in order to describe themselves and exchange straightforward information (e.g. MLAN 1-13a. MLAN 2-13b).From second level onwards, learners will be developing an increasing awareness of the accuracy required in writing information previously used in speaking (e.g. MLAN 2-14a). | | |
| **Writing**  **Organising and using information** | [**Es**](https://www.education.gov.scot/Documents/LANGUAGES%20LADDER/LANGUAGES%20LADDER%20LISTENING.doc) **& Os**  I can use familiar language to describe myself and to exchange straightforward information.  **MLAN 2-13b** | **Benchmark for 2nd Level**   * Works with others to plan and check written work. * Uses support such as a bilingual dictionary, word banks or writing frames to produce written text in the target language. * Uses ICT when appropriate to check words and to produce written text in different formats |
| **Writing**  **Using knowledge about writing** | [**Es**](https://www.education.gov.scot/Documents/LANGUAGES%20LADDER/LANGUAGES%20LADDER%20LISTENING.doc) **& Os**  I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.  **MLAN 2-14** | **Benchmark for 2nd Level**  Produces written work in the target language which is mostly accurate  in terms of:  - Spelling  - Accents. |