

# 1 + 2 Languages in ELC

## Category: Early Years

### Risk Management and Legal Implications

Failure to manage risk may impact on the delivery of Service objectives and the outcomes achieved by Service users. Education and Children’s Services aim to mitigate the implications by ongoing management and review of risk in all elements of work activity.

The production of this document is one way in which we aim to reduce our exposure to risk. By providing staff with information on good practice, making reference to other guidance that is available across the Council and providing clarity on how we should do things, we can ensure that the management of risk is intrinsic to what we do.

### Version Control:

Document Owner	Version	Date of Publication	Date of Next Review
Clark Graham	1.0	26/06/2020	26/06/2022
Clark Graham	2.0	10/10/2022	10/10/2024
			01/10/2026



## 1+2 Languages in ELC Policy

In 2011, the Scottish Government manifesto, stated:

“We will introduce a norm for language learning in schools based on the European Union 1 + 2 model – that is, we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two parliaments and will create a new model for language acquisition in Scotland.”  
(Scottish Government Manifesto)

“Learning other language enables children and young people to make connections with different people and their cultures and to play a fuller part as global citizens.”  
(Curriculum for Excellence)

Learning through the languages area of the curriculum enables children and young people to:

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
- Exercise their intellectual curiosity by questioning and developing their understanding and use creative and critical thinking to synthesise ideas and arguments.
- Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
- Develop competence in different languages so that they can understand and communicate including, for some, in work settings

“Our task is helping children communicate with the world using all of their potential, strengths and languages and to overcome any obstacle presented by our culture.”  
(Loris Malaguzzi quoted in Realising the Ambition – Being Me)

The Scottish Government’s policy, Language Learning in Scotland: A 1+2 Approach is aimed at ensuring that every child can learn a modern language from Primary 1 onwards. However, research evidences that learning a language as early as possible can support the development of the mother tongue as well as an additional language.

Children are growing up in a multilingual world and the ability to communicate effectively in social, and academic settings is crucial if they are to play their full part as global citizens.

Through their planning of a wide and rich range of learning activities in nursery, modern languages can help develop language skills. The nursery team will support children and young people to become:



- successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning
- confident individuals, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language
- effective contributors, who can play in individual, paired and group situations in order to practice language skills
- responsible citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken

Research shows that younger learners are at a stage in their development where they are receptive to learning another language. Their motivation and enthusiasm are high, while their levels of inhibition are typically lower than at later stages. These factors mean that younger children often find it easier to mimic correct pronunciation and experiment with new words and phrases in an unfamiliar language. Nursery staff should build on children's natural curiosity for sounds and words, and their strong desire to communicate.

Although 1 + 2 is not statutory guidance for nurseries, it is acknowledged that good practice should involve:

- Modern language activities which are engaging, motivating and purposeful
- Allow children to enjoy practising new sounds and phrases and building their confidence in using the language
- Songs, poems, rhymes and games which provide a very strong linguistic basis for children's learning and enjoyment of a modern language
- Using props and puppets alongside songs in activities such as 'Bookbug' and 'Kodaly'
- Where possible, songs and rhymes from the languages and cultures of the families in your nursery setting. Parents and carers should be invited to participate in the teaching and learning of their language and culture
- Where possible, parents and carers should be invited to share cultural experiences with the children in the nursery such as cooking and baking, simple cultural experiences and story telling
- Modern language books being visible and available for the children to look at and share. Good practice would suggest, developing a set of books which match well known English books eg The Hungry Caterpillar
- Visits to the local library where there are a range of well-known story books in French, German and Spanish

Commercial programmes, such as, 'Camembear', should not be used in a nursery setting.

We may be required to support children and families whose first language is not English and this can be done through contact with the English as an Additional Language (EAL) Support Service. It may be appropriate to involve the Interpreting and Translation Service. Both of which can be contacted at:

[ealsupportenquiries@fife.gov.uk](mailto:ealsupportenquiries@fife.gov.uk)

[Enquiry.Equalities@fife.gov.uk](mailto:Enquiry.Equalities@fife.gov.uk)

Early Years in Fife

