

Fife Modern Languages Progression Pathways



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ACKNOWLEDGEMENT

This pathway is extensively based on the guidance and recommendations of the Language Learning Framework, Curriculum for Excellence Experiences & Outcomes and Benchmarks and the Progressive Planners set out by Education Scotland.

These progressions allow for a fluidity of approaches that facilitate the opportunity for learners to think creatively and independently, whilst at the same time supporting practitioners to plan in a structured and coherent way. Using these shared standards and expectations within Schools, Clusters and Local Improvement Forums across Fife will ensure that all children and young people have an equitable experience to develop skills for their learning, life, and work.

We would like to acknowledge the efforts of Fife practitioners in supporting the development of the Fife Modern Languages Progression through engaging with consultations and providing feedback on the programme. This has been crucial in ensuring that the programme is cohesive, progressive and practical.

The progression pathways are supported by the [Fife Languages Activities and Experiences](#). This resource supports planning for learning around the experiences and outcomes from early to fourth level. It also contains suggested vocabulary, including sound files, for early to second level to support non-specialist practitioners to lead language learning in their context. These activities and approaches should be viewed as useful starting points and suggestions, and they are in no way prescriptive.

GUIDANCE



The [Modern Languages Curriculum](#) (including [Early Level](#)) , like the [Literacy and English Curriculum](#), has been split into three key aspects:

- Listening and Talking
- Reading
- Writing

This progression pathway is intended to provide a framework for practitioners as they plan and deliver the Modern Languages curriculum organisers to ensure all learners have the skills and experiences required to use resources including digital tools safely to support their learning across the curriculum.

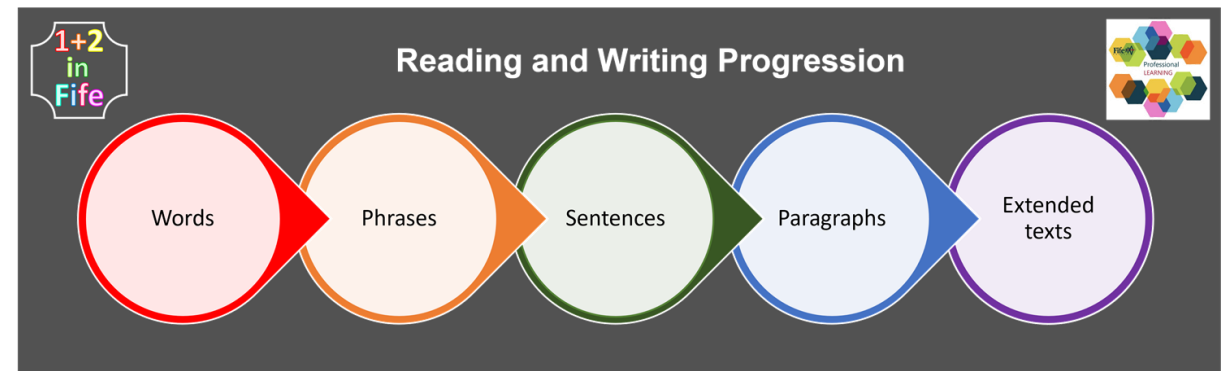
Within the Progression Pathways, developmental stages of learning are clearly outlined. These amalgamate both [Experiences and Outcomes](#) with the national [Benchmarks](#) as well as [the partial early level experiences and outcomes and benchmarks](#). These are not prescribed in a hierarchical way but rather enable practitioners to be responsive and flexible in their planning of learning pathways as appropriate to the needs of their learners. Though knowledge and skills at the base are often required for further learning to be built upon, these are not aligned to any particular year group nor always the starting point for all. Learners will progress through their learning pathways within each curricular organiser as appropriate to their developmental needs. Practitioners will observe that the expectations follow but do not align chronologically with the expectations set out for the language of instruction (L1) which may be either ([Literacy and English](#) or [Literacy and Gaelic](#))

The national Benchmarks, which support practitioners' professional judgement of achievement of a level, are embedded within each of the Progression Pathways. These are emboldened for ease of identification.

Effective use of the documentation is best supported by engaging with the whole school culture to identify how it can be used consistently for planning and assessment purposes. Ongoing professional learning will be a core element for all practitioners to meet the ever-evolving requirements. Fife's Languages Professional Learning offer is available through [the Fife Professional Learning intranet site](#).

IMPLEMENTATION

The starting point of all language learning should always be listening, followed by talking. Teachers should refer to the Fife Progression Pathways in Literacy and English (or Literacy and Gaelic as appropriate) as well as this progression to plan programmes of work and activities which develop listening and talking skills in both English (or other language of instruction L1) and the target L2 in parallel. For example, when developing skills in recognising rhyme, this should be developed in both L1 and L2. In language learning the initial focus should be on learning, recognising and using words alone or L2 words within L1 sentences, this will quickly progress to short phrases and sentences, then to longer sentences and short conversations and finally to extended conversations and presentations solely in L2. Once the children and young people have a confident grasp of English (or language of instruction) phonics, then written text in L2 can be introduced. Again, recognising and reading words and phrases will precede writing. A similar progression working from phonics and single words, to phrases and sentences, to paragraphs and finally to extended texts in L2 should be used. The [Fife Languages Activities and Experiences Map](#) provides a bank of ideas to use in class.



It is important that the focus remains on a progression of developing literacy and language skills, rather than progression in the form of increasingly long single word vocabulary lists. Instead, a gradually increasing range of new vocabulary and the grammatical constructions to speak about other people and in a range of tenses should be developed in meaningful contexts alongside vocabulary. This creates coherence and relevance of knowledge for the children and young people. To assist with this meaningful and context-based language learning, L2 and L3 should be embedded across the curriculum. By integrating the use of the target language into everyday classroom activities, children will learn that communicating in another language is a natural part of learning (*Early Level Experiences and Outcomes*, Education Scotland.). For further advice and guidance on how to achieve this, practitioners should refer to guidance and support materials from [Education Scotland](#), [TILES](#) and [Fife Languages Activities and Experiences](#) following the link to the relevant language's vocabulary.

Knowledge & understanding of knowledge about language (KaL) and vocabulary are demonstrated through responses which can be in the form of gesture or action as well as spoken and written responses. Application of knowledge & understanding is a key aspect of assessment and demonstrates achievement of the level. This can be verbal responses, written or group discussion (which can be teacher-led). Use of terminology (see glossary and pathway tiles) should be built throughout the BGE experience. At Early to Second level, children and young people may share and discuss their understanding of listening and reading texts in their L1 (English or Gaelic). It is not until Third Level that children and young people begin to be expected to share their understanding of texts in the TL. The Fife 1 + 2 Languages Progression focuses on developing increasingly sophisticated and refined skills which can be used to develop a lifelong appreciation of, and participation in, Language Learning activities. The [Glossary](#) section has been provided to ensure consistency across all levels for the use of subject specific vocabulary. By using the correct terminology, from the beginning, it allows for the consistent progression of skills and knowledge together with providing opportunities for links

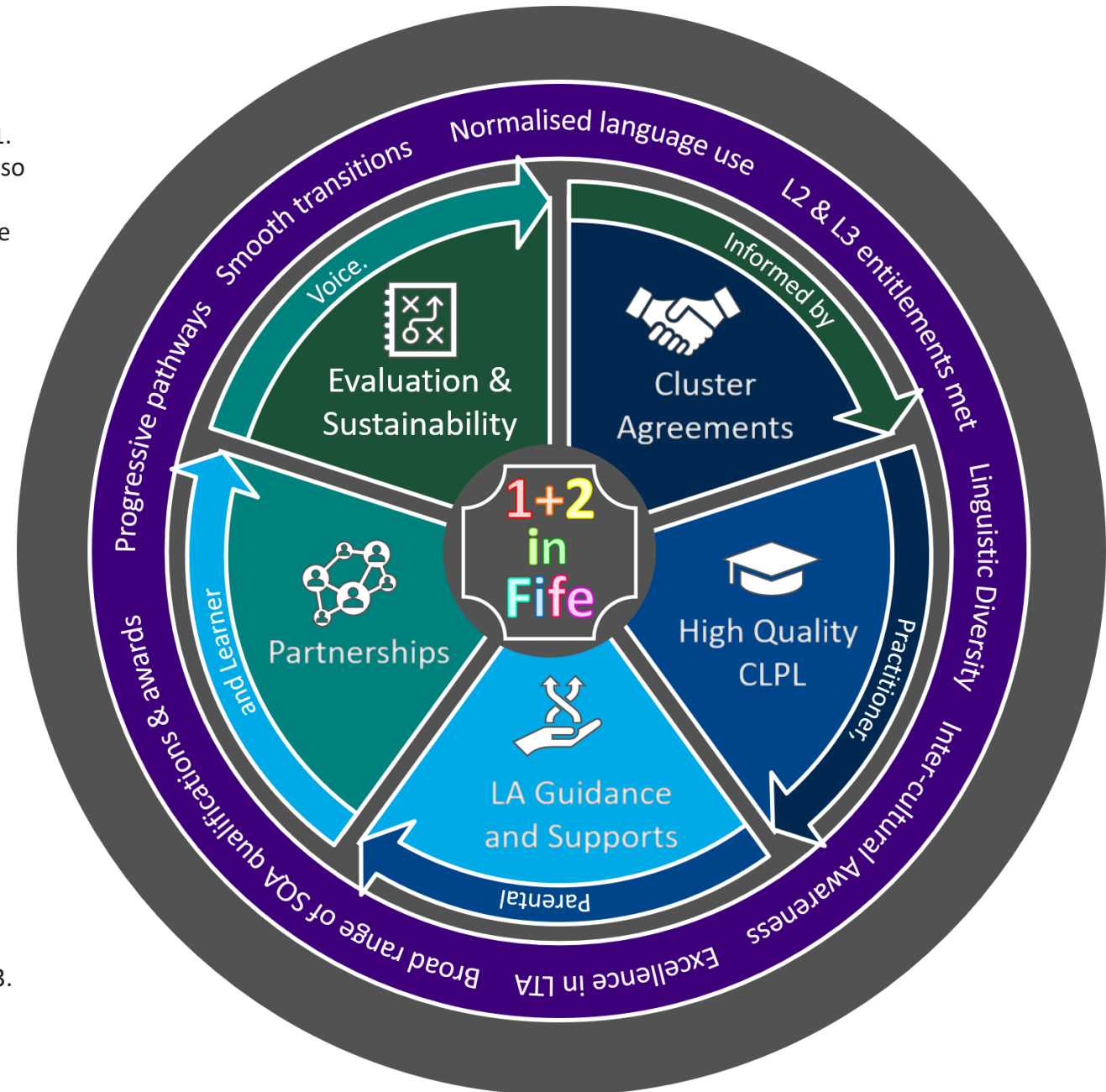
1+2 IN FIFE FRAMEWORK

Our Ambition

- Every child and young person experiences an additional language (L2) from Primary 1.
- All learners experience a second additional language (L3) from P5 at the latest and also at some point in S1 to S3.
- Language learning is recognised as an entitlement for all young people through to the end of their broad general education.
- Linguistic diversity is encouraged through a range of language learning opportunities and valuing community languages.
- Language learning enthuses and inspires our children, young people and communities to pursue opportunities in a global world.

1+2 in Practice

- Language use is embedded as a key part of normal daily routines.
- High quality Learning, Teaching and Assessment.
- Application of learning
- Range of age & stage appropriate pedagogies and approaches.
- Learner voice and learner participation are encouraged and respected.
- Cultural learning is threaded through language learning.
- Planned differentiated skill progression in listening and talking, followed by reading and writing when appropriate.
- Robust tracking of learner achievements in languages learning supports progression.
- A broad spectrum of National Qualifications and Awards are offered encouraging multilingualism.
- Sustained cluster agreements ensure a seamless L2 pathway and opportunities for L3.



GLOSSARY

Target Language(TL) – the language being learned

L1 – The language used to communicate, teach and learn in the school. Usually this is English, it may be Gaelic or another language.

L2 – The first additional language that is taught. A progressive pathway from P1 to NQ should be available.

L3 – The next additional language (or languages) that are taught. Children and young people should have an experience of 1 (or more) further language(s) from no later than P5 continued through to P7, and at some point in S1 to S3. This does not have to be same language throughout the entitlement. If possible, NQ or other recognition of achievement should be offered.

Home Language – The main language used to communicate in the learner's home. For many this will be English or Scots but it may be any language or even several languages.

Social Terms – the words and phrases used in common social interactions – greetings, please/thank you, how are you? Etc

Social Language – greetings, how are you, questions, requests and responses e.g. Can I have a pencil?

Classroom Language – Daily routines, date, praise, whole school language, instructions – sit, listen etc.

Topic Language – IDL themed language, language to talk about self and others.

Embedded L2 – L2 is used as a normal part of daily communication in school. All three types of language – social, classroom and topic - are used by both practitioners and children and young people at an appropriate level for their age and stage.

Visitors can identify L2 by hearing and seeing it within minutes of being in the school.

KaL (Knowledge about Language) – Also known as grammar, this refers the learning contained within the relevant Es and Os (those numbered 7, 11 and 14 at each level)

***Throughout 'dictionaries' refers to online as well as traditional paper dictionaries.**



Modern Languages Early Level



Modern Languages Early Level

What the learning may look like in Fife

- National guidance suggests that for P1 *only* schools may decide if they wish to begin teaching L2 in August or if they wish to begin in the second term (after the October break) when whole class routines are established.
- Once classroom language and routines have been established in English, practitioners should use naturally arising opportunities to switch to the target language for example when
 - Taking the register;
 - Counting and recalling numbers;
 - Noting days of the week or discussing today's date;
 - Talking about the day's weather;
 - Vocabulary for classroom objects;
 - Talking about snack or lunch choices.
- At this level the expectation is that approximately 15 minutes per week is spent on direct teaching of language. This can be broken into several shorter sessions across the week at the teacher's discretion.
- Opportunities to embed the language learnt during direct teaching into daily routines or other curricular areas should also be planned for. Again, this could be done in one session but it is preferable to have multiple short instances throughout the week. In total this should add up to a further 15 minutes per week.
- Children respond particularly well to working with a puppet who does not understand English at this level.
- At this level the majority of children's learning in languages should be through games and songs. It is hoped that while initially adult-initiated play, these activities would be engaging and so become child-initiated play once new games, songs and vocabulary has been learnt.
- At Early level the focus should be on developing listening and talking, where possible aligned to development of listening and talking in Literacy. Reading should be introduced only in the sense of developing phonological awareness – i.e. discussion of sounds; identifying same start, same end, same middle sound; rhyme; comparing sounds in English with sounds in TL etc. All of this would be undertaken through talking and listening.
- Cultural learning is a core element of language learning because language shapes our understanding of the world. Practitioners should ensure that children and young people develop an understanding, ideally from sharing their own experiences, that people speak different languages and that those languages are linked to specific countries. They should also experience elements of the culture, perhaps by identifying which familiar items of culture (food, fictional characters etc) originate in this language and the countries where it is spoken.
- High quality, **enjoyable** language learning is critical in P1 because this is when practitioners have the opportunity to establish and model the habit of language learning as a normal part of the curriculum.
- To support the normalisation of language learning and to provide meaningful context, at school level embedded L2 is the expectation – therefore all greetings, courteous language (please, thank you) and praise should be in target language both in conversations between adult - child and between adult – adult especially in the presence of children and young people.
- Further guidance and support: [ES 1+2 Initial lesson examples](#) and [ES resources for L2](#)

Resources

[Fife Languages Activities and Experiences](#) provides suggested activities and tasks to be used in class. Follow the links to the relevant language(s) to access suggested vocabulary including sound files.

Early Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening for information (LI)	I am learning to listen actively to the sounds of the target language through play, classroom language, songs, games and rhymes. MLAN 0-01a I am learning to take an active part in some daily classroom routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 0-01b	- Participates actively in songs, rhymes and poems in the target language. - Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing or gesture.
Listening and talking with others (WO)	I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. MLAN 0-02a I am beginning to share information about myself using familiar, rehearsed vocabulary to answer questions. MLAN 0-02b With support, I am becoming an active listener and can understand, ask and answer simple questions to share information. MLAN 0-03a I enjoy listening to stories, songs, rhymes and poems in the language I am learning and can join in to show my understanding. MLAN 0-05a	- Responds appropriately to simple questions about themselves using simple sentences, words or gestures, for example, nodding and/or pointing. - Listens and responds to others by answering simple questions in the target language, for example, “how are you?” and “how old are you?” - Uses social terms to begin and end interactions, for example, “hello” “thank you” and “goodbye”. - Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime.
Using knowledge about Language (KaL)	I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 0-07	- Identifies some letter sounds and patterns which are different to English. - Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. - Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, where they live and so on.

Listening and Talking Early Level

See Literacy & English; Numeracy & Maths Pathways.

MLAN 0-01a MLAN 0-01b MLAN 0-02a MLAN 0-02b MLAN 0-03a MLAN 0-05a MLAN 0-07

Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing or gesture. (LI)

Listens and responds to others by answering simple questions in the target language, for example, “how are you?” and “how old are you?” (WO)

Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, where they live and so on. (KaL)

Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime. (WO)

Responds appropriately to simple questions about themselves using simple sentences, words or gestures, for example, nodding and/or pointing. (WO)

Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. (KaL)

Participates actively in songs, rhymes and poems in the target language. (LI)

Uses social terms to begin and end interactions, for example, “hello” “thank you” and “goodbye”. (WO)

Identifies some letter sounds and patterns which are different to English. (KaL)

Creating rich play environments in your setting will support learners to explore, investigate and talk about modern languages.

Early Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Finding and using information (FUI)	I enjoy exploring and playing with the patterns and sounds of the target language and I can show my understanding of familiar phrases. MLAN 0-08	• Uses a variety of non-verbal ways to demonstrate understanding of written words in target language, for example pointing, using mime or gesture to match items to words. • Shows understanding of the written form of an increasing number of core topic words, for example in environmental print around the classroom/ school.

Curricular Organiser codes
FUI=Finding and using information
ROAC=Reading to appreciate other cultures
RIE= Reading for interest and enjoyment
KaL = Using knowledge about language

Reading Early Level

See Literacy & English Pathways.

MLAN 0-08

Uses a variety of non-verbal ways to demonstrate understanding of written words in target language, for example pointing, using mime or gesture to match items to words. (FUI)

Shows understanding of the written form of an increasing number of core topic words, for example in environmental print around the classroom/ school. (FUI)

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Modern Languages First Level



Modern Languages First Level

What the learning may look like in Fife

- Practitioners should continue to use and progressively increase opportunities to switch to the target language as at Early level. They should progressively increase the use of familiar L2 vocabulary across all three types of language (Social, Classroom and Topic language) and across the curriculum moving from words, to phrase to short sentences for example
 - Increasing amount and complexity of instructions
 - Colours in art lessons
 - Counting, colours or body parts in PE.
 - Numbers, colours, shapes etc in numeracy and maths
 - Learning and using topic language in IDL
- At this level the expectation is that direct teaching time increases as children and young people move through the level from 20 up to 30 minutes per week. This can be broken into several shorter sessions across the week at the teacher's discretion.
- Opportunities to embed the language learnt during direct teaching into daily routines or other curricular areas should also be planned for. Again, this could be done in one session but it is preferable to have multiple short instances throughout the week. In total this should add up to a further 20-30 minutes per week.
- Children continue to respond particularly well to working with a puppet who does not understand English at this level.
- Games and song should continue to be a core element of language learning. Opportunities for age and stage appropriate adult- and child-initiated play using new games, songs and newly acquired vocabulary should continue to be supported.
- At First Level the focus remains on developing confident talking and listening skills, aligned as much as possible to the development of listening and talking in Literacy. Reading should be introduced only once the teacher is sure their children and young people are confident in their knowledge and use of English phonics. Suitable opportunities include displays of the date, weather and daily timetable with images and text in L2 **only**.
- During Initial Engagement with First level, children will enjoy and benefit from re-visiting familiar stories and books – such as Elmo, the Rainbow fish etc but in the L2 rather than L1. They can discover new vocabulary for themselves in this way.
- As children and young people move in to Progressing within First Level, more formal reading and writing begins. As in English the first step is to teach phonics in the L2. Reading can then begin using similar activities to those used in Early level Literacy – matching words with pictures, identifying and reading words, phrases and eventually whole sentences in simple picture books or similar.
- Within progressing in First level, children should begin to explore writing in the L2. Initially this can be encouraged through play and free choice activities supported with labels, signs and topic specific flashcards in the classroom. Once children and young people are confident reading the L2 phonics, they can be formally taught simple words, phrases and sentences. As with Reading following similar activities and processes to those used at Early level in Literacy will help. For example; Starting with labelling, then moving to short simple texts such as captions, menus, invitations etc.
- Children and young people should be confident in the use of a phrase which allows them to express when they don't understand and another to encourage a conversation to continue (e.g. Adding 'and you?' to the end of an answer).
- As children and young people become confident in using their L2, practitioners should extend children and young people Knowledge about Language (Kal) or grammar knowledge by revisiting familiar topics but in a new tense or to talk about someone else rather than themselves (e.g. You/He/She/They like.. instead of I like). [Education Scotland has produced progressive grids](#) to support this.
- High quality enjoyable language learning continues to be critical as we continue to establish the habit of language learning as a normal part of the curriculum.
- Cultural learning is a core element of language learning because language shapes our understanding of the world. Children and young people should develop their understanding of cultural similarities and differences between Scotland and the main TL country. They can begin to identify this and other countries which use this language on maps. Practitioners should aim to extend this beyond food, festivals and flags by discussing the social and cultural implications of these differences.
- To support the normalisation of language learning and to provide meaningful context, at school level embedded L2 is the expectation – therefore all greetings, courteous phrases (please, thank you) and praise should be in target language both in conversations between adult – child/young person and between adult – adult especially in the presence of children/young people.

Resources

[Fife Languages Activities and Experiences](#) provides suggested activities and tasks to be used in class. Follow the links to the relevant language(s) to access suggested vocabulary including sound files.

First Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening for information (LI)	I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 1-01b I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c	- Participates actively in songs, rhymes and poems in the target language. - Identifies some rhyming words. - Recalls selected 'missing' words / phrases in songs, rhymes or poems which have been well-practised and with the support of, for example, pictures and/or puppets. - Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language. - Demonstrates understanding of familiar words and simple phrases conveying mostly personal information.
Listening and talking with others (WO)	I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. MLAN 1-02a I am beginning to share information about myself using familiar vocabulary and basic language structures. MLAN 1-02b With support I am becoming an active listener and can understand, ask and answer simple questions to share information. MLAN 1-03 I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding. MLAN 1-05a I can participate in a range of collaborative activities. MLAN 1-05b	- Responds appropriately to simple questions about themselves using simple sentences, words and gestures, for example, nodding and/or pointing. - Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes, - Uses a few simple adjectives such as those related to size or colour and attempts to use some connectors, for example and, with. - Listens and responds at the appropriate time to others by answering and asking simple questions in the target language. - Uses some polite social terms to begin and end. - Gives a personal response to stories, songs, rhymes and poems in the target language. - Can translate simple/key words and phrases from the target language into their own language. - Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime. - Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.

First Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and Using Information (OUI)	Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken. MLAN 1-06	- Identifies the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag(s). - Demonstrates understanding of basic cultural references to the country/countries where the target language is spoken. This may include, for example, references to food or national celebrations. - Identifies some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies.
Using knowledge about Language (KaL)	I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 1-07a I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. MLAN 1-07b	- Identifies sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. - Uses words which are similar in English to support understanding of unfamiliar words. - Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. - Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, favourite colours/foods/animals.

Listening and Talking First Level (1 of 2)

See Social Studies; Science (Planet Earth); Literacy & English; Numeracy & Maths Pathways.

MLAN 1-01a MLAN 1-01b MLAN 1-01c MLAN 1-106 MLAN 1-07a MLAN 1-07b (this page)

Participates actively in songs, rhymes and poems in the target language. (LI)

Demonstrates understanding of familiar words and simple phrases conveying mostly personal information. (LI)

Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language. (LI)

Recalls selected 'missing' words / phrases in songs, rhymes or poems which have been well- practised and with the support of, for example, pictures and/or puppets. (LI)

Enjoys joining in with songs, rhymes and simple stories. (LI)

Puts numbers /days into the correct order. (LI)

Repeats the alphabet and spells first name and other simple words. (LI)

Builds on links between words in different languages. (LI)

Says the date and some weather phrases. (LI)

Makes connections with the alphabet in English. (LI)

Responds to simple classroom instructions Stand up/ sit down/ look/ listen/ repeat. (LI)

Recognises some classroom objects pencil/jotter/ book/ rubber/ruler etc. (LI)

Says hello and goodbye to teacher and peers. (LI)

Replies to own name on the register. (LI)

Listens, repeats and understands new words including numbers. (LI)

Demonstrates understanding of basic cultural references to the country/countries where the target language is spoken. This may include, for example, references to food or national celebrations. (OUI)

Identifies some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies. (OUI)

Identifies sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. (KaL)

Uses correct pronunciation and sound patterns to make themselves understood. (KaL)

Aware of and names some festivals and celebrations that are typical of this country. (OUI)

Identifies some similarities and some differences between Scotland and this country. (OUI)

Identifies typical items such as food from this country. (OUI)

Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, favourite colours/foods/animals. (KaL)

Identifies the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag(s). (OUI)

Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. (KaL)

Identifies this country from a simple map. (OUI)

Identifies one or two famous places/ monuments in this country. (OUI)

Uses words which are similar in English to support understanding of unfamiliar words. (KaL)

Watches and understands a short video clip about this country. (OUI)

Identifies flags from target language countries. (OUI)

Spots some things that are different in my own alphabet and some that sound the same. (KaL)

Recognises some familiar words and says them correctly. (KaL)

Creating rich play environments in your setting will support learners to explore, investigate and talk about modern languages.

Listening and Talking First Level (2 of 2)

See Social Studies; Science
(Planet Earth); Literacy & English;
Numeracy & Maths Pathways

MLAN 1-02a MLAN 1-02b MLAN 1-03 MLAN 1-05a MLAN 1-05b (this page)

**Gives a personal response to stories, songs,
rhymes and poems in the target language. (WO)**

**Collaborates with others in a range of
activities, for example, short role
plays, animated/ recorded dialogues,
games and performances. (WO)**

**Shares simple, personal information about
themselves on familiar topics, for example,
when expressing likes or dislikes. (WO)**

Gives simple opinions
with support. (WO)

**Uses a few simple adjectives such as
those related to size or colour and
attempts to use some connectors,
for example and, with. (WO)**

Takes part in number games
and numeracy activities taking
turns with others. (WO)

Takes part in a short role play with a
partner giving personal information
and simple opinions. (WO)

**Listens and responds at the appropriate time to
others by answering and asking simple
questions in the target language. (WO)**

**Demonstrates understanding of songs,
rhymes, poems and games in the target
language through appropriate actions,
gestures and mime. (WO)**

**Responds appropriately to simple questions about
themselves using simple sentences, words and gestures,
for example, nodding and/or pointing. (WO)**

**Can translate simple/key words and phrases from
the target language into their own language. (WO)**

Responds appropriately to questions
asked in a short conversation. (WO)

Identifies key phrases in
songs and rhymes. (WO)

Uses the target language in
everyday routines. (WO)

Says where they live and asks
someone else where they live. (WO)

Asks others their name or age
and/or how they are feeling. (WO)

Describes weather in target language
e.g. using flashcards/ wall display/
IWB symbols. (WO)

**Uses some polite social terms to begin
and end interactions. (WO)**

Responds in simple terms to
greetings and familiar questions –
e.g. name, how are you, age. (WO)

Creating rich play environments in your setting will support learners to explore, investigate and talk about modern languages.

First Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Finding and using information (FUI)	I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding. MLAN 1-08a I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b	- Reconstructs a known text /story in a logical sequence, using for example, simple words, pictures, labels, puppets or props to show understanding of written text in the target language. - Matches images with appropriate word/ text in the target language. - Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text.
Reading to appreciate other cultures (RAOC)	I am beginning to recognise similarities and differences between Scotland and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media. MLAN 1-09a	Identifies some key cultural differences between Scotland and the country/countries where the language is spoken through visual texts with simple vocabulary, for example, video clips or texts supported by pictures.
Reading for interest and enjoyment (RIE)	I have experienced a variety of simple texts, which may have been adapted for young learners. MLAN 1-10a	Demonstrates understanding of simple texts in the target language through, for example, retelling some details in English, selecting and sequencing appropriate images, matching activities or talking about the bits they liked best.
Using knowledge about language (KaL)	I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. MLAN 1-11a	Uses a variety of familiar resources to support their understanding of simple texts.

Curricular Organiser codes

FUI=Finding and using information

RAOC=Reading to appreciate other cultures

RIE= Reading for interest and enjoyment

KaL = Using knowledge about language

Reading First Level

See Social Studies; Literacy & English Pathways.

MLAN 1-08a MLAN 1-8b MLAN 1-09a MLAN 1-10a MLAN 1-11a

Reconstructs a known text /story in a logical sequence, using for example, simple words, pictures, labels, puppets or props to show understanding of written text in the target language. (FUI)

Completes a variety of tasks (alone or in a group) to show understanding of a text. (FUI)

Shows understanding of a simple story alone or in a group. (FUI)

Shows understanding of an increasing number of phrases, core topic words and words of personal significance, alone or in text. (FUI)

Identifies key words from a familiar story, rhyme or poem. (FUI)

Joins in with key words and phrases in the story or text. (FUI; RIE)

Matches images with appropriate word/text in the target language. (FUI)

Recognises some key words in the target language from labels and environmental print. (FUI)

Understands a simple familiar story read with an adult. (FUI)

Shows understanding and follows the story by sorting pictures or props. (FUI)

Takes part in simple matching activities using props and gestures. (FUI)

Demonstrates understanding of simple texts in the target language through, for example, retelling some details in English, selecting and sequencing appropriate images, matching activities or talking about the bits they liked best. (RIE)

Selects a familiar short text, rhyme or story to read and understand with confidence. (RIE)

Listens actively to follow a story already known in English read to them in the target language and make connections in the language being learned. (RIE)

Uses a variety of familiar resources to support their understanding of simple texts. (KaL)

Uses picture prompts, a short word list or class displays to help understand a story from a range of contexts learned in class. (KaL)

Blends sounds for some unfamiliar words and says them correctly when reading aloud. (KaL)

Uses pictures and displays to help understand new words, a story, a rhyme, or a poem. (KaL)

Identifies some key cultural differences between Scotland and the country/countries where the language is spoken through visual texts with simple vocabulary, for example, video clips or texts supported by pictures. (RAOC)

Using supports, works alone or with a partner to find out facts about this country. (RAOC)

Recognises and names some simple differences between Scotland/home area and the target country from a text or video clip. (RAOC)

Creating rich play environments in your setting will support learners to explore, investigate and talk about modern languages.

First Level – Writing

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and using information (OUI)	With support, I am beginning to experiment with writing in the language I am learning. MLAN 1-13	• Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames. • Shows some awareness of punctuation and accents and attempts to use them when writing in the target language. • Writes simple phrases to convey personal information, labels in the target language for objects in the classroom and around the school.

Writing First Level

See Social Studies; Literacy & English;
Numeracy & Maths Pathways

MLAN 1-13

**Writes simple phrases to convey personal
information, labels in the target language for objects
in the classroom and around the school. (OUI)**

**Creates simple new texts based around the familiar
words and phrases practised during talking, listening
and reading activities, using support materials, for
example, word banks, picture dictionaries, and/or
writing frames. (OUI)**

**Shows some awareness of punctuation and
accents and attempts to use them when
attempting writing in the target language. (OUI)**

Spells some familiar words correctly.
(OUI)

With support (word banks, displays,
flashcards, sentence builders, scaffolds
etc.) writes some simple phrases about
themselves. (OUI)

Labels objects or images using familiar
words correctly. (OUI)

Uses target language phonics to
write some words in the target
language. (OUI)

Uses own language phonics
(English/Gaelic) to write some target
language words phonetically. (OUI)

Creating rich play environments in your setting will support learners to explore, investigate and talk about modern languages.

Modern Languages Second Level



Second Level

What the learning may look like in Fife

- By Second level all children and young people must have started L3. Initially they will be working at Early and then First level but should progress more quickly with both content and skills than when they were younger. At this level the expectation is that approximately 45 minutes per week is spent on direct teaching of **each** language. This can be broken into several shorter sessions across the week at the practitioner's discretion.
- Opportunities to embed the language learnt in direct teaching into daily routines or other curricular areas should also be planned for. Again, this could be done in one session but it is preferable to have multiple short instances throughout the week. In total this should add up to a further 45 minutes per week for **each** language.
- To support children and young people and practitioners with balancing two additional languages, practitioners may wish to choose to dedicate certain days, or certain curricular areas, to L2 and others to L3. When deciding, care should be taken to ensure a balance of exposure to both languages over the week, avoiding one language being used significantly less frequently than the other.
- If one L3 is taught from P5 to P7 then children and young people would be '*approaching 2nd level in some aspects*' (Education Scotland) by the end of P7. Where a multi-language approach is taken this may not be fully possible however they should certainly be working at Second level in some aspects, particularly the Knowledge About Language (KaL) Es&Os, by the end of P7.
- Practitioners should continue to use and progressively increase opportunities to switch to the target language for all three types of language (Social, Classroom and Topic language) and across the curriculum, as at Early and First level. Progression will be seen in the shift from words, phrases and sentences at First level to complex sentences and conversations/texts in L2 and L3 at Second level.
- Some classes continue to respond well to working with a puppet who does not understand English at this level. Practitioners will know their children and young people best.
- Opportunities for age and stage appropriate teacher and child, initiated play, exploration or discovery using new and familiar games, songs and newly acquired vocabulary should continue to be supported.
- At Second level the focus remains on developing confident talking and listening skills, aligned as much as possible to the development of listening and talking in Literacy. By the end of Second level, children and young people should be able to give a short, simple, prepared and rehearsed presentation in the target language and to engage confidently in simple conversations about familiar topics (see [Fife Vocab Topics](#)).
- Continuing to re-visit familiar yet increasingly complex contexts, such as books, cartoons, films etc, but in the target language will support and reinforce prior learning.
- Children and young people should extend their ability to take the initiative and/or sustain a conversation by learning a few more phrases to support them in this. (e.g. Please slow down; Please repeat etc).
- During Initial Engagement with Second Level, reading and writing skills are developed. Building on learning of phonics at the end of First level, children and young people should be encouraged to switch words, then phrases, eventually building to sentences into the L2 to allow them to use their language in meaningful contexts. This can be done in any curricular area however practitioners and children and young people may find it easier to build relevant vocabulary if they focus on specific areas of the curriculum in each language.
- All new vocabulary should be introduced and become familiar vocabulary in talking and listening before children and young people are expected to read and write the new language content, as is the case with L1.
- As children and young people move in to Progressing within Second Level, increasing amounts of L2 can be read or written. It is strongly recommended that new text types or genres of writing be introduced and taught in L1. Any genre or text type used for L2 or L3 should already be familiar to the children and young people from their Literacy or other learning in L1. They should be confident in creating this type of text independently in their L1 before attempting to do so in L2. Texts such as labelling pictures/diagrams, menus, lists, invitations, greetings cards etc are a good place to start.
- Remember that opportunities to share understanding, to discuss and to analyse when reading or listening to texts in L2 or L3 can (and should) be carried out in L1 at this level. This allows opportunities to develop higher order question skills.
- As children and young people become confident in using their L2 and L3, and through comparing and contrasting with English grammar or Knowledge about Language (KaL), practitioners should begin to introduce the grammar rules/KaL of L2 and L3. [Education Scotland has produced progressive grids](#) to support this.
- Cultural learning is a core element of language learning because language shapes our understanding of the world. Children and young people should continue to develop their understanding of cultural similarities and differences between Scotland and the main TL country extending this to include other countries in which the TL is an official language. Practitioners should continue to ensure they move beyond food, festivals and flags by discussing the social and cultural implications of these differences.
- High quality enjoyable language learning continues to be critical as we continue to establish the habit of language learning as a normal part of the curriculum.
- To support the normalisation of language learning and to provide meaningful context, at school level embedded L2 is the expectation – therefore all greetings, courteous phrases (please, thank you) and praise should be in target language both in conversations between adult – child/young person and between adult – adult especially in the presence of children/young people.

Resources

[Fife Languages Activities and Experiences](#) provides suggested activities and tasks to be used in class. Follow the links to the relevant language(s) to access suggested vocabulary including sound files.

Second Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening for information (LI)	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c	• Participates actively in songs, rhymes and poems in the target language. • Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. • Identifies rhyming words. • Predicts 'missing' words from familiar songs, rhymes or poems. • Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. • Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language. • Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases which convey information about familiar contexts, for example, self, home, family, school.
Listening and talking with others (WO)	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. MLAN 2-02a When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. MLAN 2-03a I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. MLAN 2-03b	• Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing. • Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. • Shares personal information on familiar topics such as expressing likes or dislikes with increasing confidence and accuracy. Speaks increasingly in fuller sentences/phrases, using basic connectors such as 'and, but, with, because'. • Uses a number of familiar adjectives such as those related to describing self and others. • Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. • Uses polite social terms to begin and end interactions. • Talks, for example, about him/herself and others, with an increasing range of vocabulary. • Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. • Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food and drink, sport, school subjects, local community. • Is able to begin and end conversations appropriately.

Second Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening and talking with others (WO) cont...	I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b	• In the target language, requests that others, for example, ‘repeat’ or ‘slow down’. • Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime. • Uses contextual clues to infer the meaning of any new vocabulary. • Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats. • Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. • Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts
Organising and Using Information (OUI)	I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. MLAN 2-06b	• Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. • Works collaboratively to demonstrate understanding of cultural aspects of the country/countries where the target language is spoken via a presentation on a theme of his/her choice. • Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.
Using knowledge about Language (KaL)	I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. MLAN 2-07b	• Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy. • Uses words that are similar in different languages and contextual clues to support understanding of unfamiliar words. • Recognises familiar words in different contexts, for example, in short stories, games and rhymes. • Pronounces familiar words clearly to support communication. • Applies phonics knowledge and pronunciation rules of the target language to pronounce unfamiliar words with increasing confidence and accuracy. Adds expression to show understanding when reading familiar texts.

Listening and Talking Second Level (1 of 2)

See the Literacy & English; Social Studies;

**MLAN 2-01a MLAN 2-1b MLAN 2-01c MLAN 2-06a
MLAN 2-06b MLAN 2-07a MLAN 2-07b**

Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases which convey information about familiar contexts, for example, self, home, family, school etc (LI)

Demonstrates understanding of a range of classroom instructions through, for example, physical movement, carrying out some tasks or responding in the target language. (LI)

Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. (LI)

Takes part confidently in daily class routines and leads some tasks with classmates (e.g. take the register/ lunch orders). (LI)

Predicts 'missing' words from familiar songs, rhymes or poems. (LI)

Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. (LI)

Uses some target language in other areas of learning e.g. mental maths, PE, art etc. (LI)

Follows longer or more complex instructions. (LI)

Identifies rhyming words. (LI)

Participates actively in songs, rhymes and poems in the target language. (LI)

Enjoys taking part in and remembers the words for a range of songs, rhymes and raps etc. (LI)

Responds readily to a range of classroom instructions from a teacher or another pupil. (LI)

Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. (OUI)

Works collaboratively to demonstrate understanding of cultural aspects of the country/countries where the target language is spoken via a presentation on a theme of his/her choice. (OUI)

Works with others or alone to make and give a short presentation using some target language on a country where the language is spoken using English and the target language. (OUI)

Works with others to research a country where the language is spoken, using ICT or other media. (OUI)

Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated. (OUI)

In a group or with a partner, uses ICT to research an area or feature of the country being learnt about. (OUI)

Confidently gives some simple facts about the country(/ies) being learnt about in English. (OUI)

Watches a short video or reads a text, with support, about a country where the language is spoken and identifies some simple facts e.g. some towns/ monuments/ festivals etc. (OUI)

Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy. (KaL)

Adds expression to show understanding when reading familiar texts. (KaL)

Confidently links written and spoken words. (KaL)

Uses words that are similar in different languages and contextual clues to support understanding of unfamiliar words. (KaL)

Pronounces familiar words clearly to support communication. (KaL)

Applies phonics knowledge and pronunciation rules of the target language to pronounce unfamiliar words with increasing confidence and accuracy. (KaL)

Uses phonics knowledge to pronounce words correctly and make themselves understood. (KaL)

Recognises familiar words in different contexts, for example, in short stories, games and rhymes. (KaL)

Blends sounds for some new words with correct pronunciation and intonation. (KaL)

Makes connections with words in English (or home language) and words in the target language. (KaL)

Listening and Talking Second Level (1 of 2)

See the Literacy & English; Social Studies;

MLAN 2-02a MLAN 2-03a MLAN 2-03b MLAN 2-04a MLAN 2-05a MLAN 2-05b

Uses contextual clues to infer the meaning of any new vocabulary. (WO)

Makes connections with known words (including in target language) to work out the meaning of some new words. (WO)

Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats. (WO)

Takes part in a short role play with a partner giving personal information and expresses positive and negative opinions. (WO)

Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. (WO)

Uses and adapts prepared phrases/structures to have a short conversation about classwork topics. (WO)

Listens actively to others and answers at appropriate points. (WO)

Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures. (WO)

Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food and drink, sport, school subjects, local community. (WO)

Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language. (WO)

Takes part confidently in a short conversation about a topic learnt and practiced in class. (WO)

Readily answers a range of routine questions about on familiar contexts such as themselves, their family, their home area, their school. (WO)

Takes part in a range of games and activities, taking turns with others using as much of the target language as they can. (WO)

Starts and ends a conversation politely. E.g. hello at beginning and goodbye at end. (WO)

Shares personal information on familiar topics such as expressing likes or dislikes with increasing confidence and accuracy. Speaks increasingly in fuller sentences/phrases, using basic connectors such as 'and, but, with, because'. (WO)

Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts. (WO)

Extends answers using connectives e.g. and; but; with; because. (WO)

Talks, for example, about him/herself and others, with an increasing range of vocabulary. (WO)

Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing. (WO)

Understands and uses some question words e.g. where/what/ when/ why. (WO)

Uses polite social terms to begin and end interactions. (WO)

Is able to begin and end conversations appropriately. (WO)

Shows understanding of a question or instruction by an action or a gesture. (WO)

Uses a number of familiar adjectives such as those related to describing self and others. (WO)

Applies non-verbal techniques when engaging with others, for example, eye contact, facial expressions and/or body language. (WO)

Works in pairs or in groups on tasks across a range of known contexts. (WO)

In the target language, requests that others, for example, 'repeat' or 'slow down'. (WO)

Confidently uses target language to ask for help to understand a question or request. (WO)

Extends answers with some adjectives about self or others. (WO)

Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime.

Extends the range of songs and rhymes including some linked to current IDL contexts. (WO)

Second Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Finding and using information (FUI)	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 2-08	- 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. - Sequences pictures/labels to order key events in a text written in the target language. - Summarises the text in English. - Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved.
Reading to appreciate other cultures (RAOC)	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	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. Identifies cultural differences and similarities between Scotland and the target language country/countries.
Reading for interest and enjoyment (RIE)	I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. MLAN 2-10a	- Demonstrates understanding of texts in both familiar and unfamiliar contexts which are written mainly in the present tense and come from a range of genre. - Expresses opinions in English about texts they have read in the target language.

Second Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Using knowledge about language (KaL)	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 I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. MLAN 2-11d	• 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. Can explain the similarities and differences between using a monolingual and bilingual dictionary. • 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. • Applies understanding of the different sounds made by letters and letter blends in the target language. • Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar words in English. • Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English. • Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension.

FUI=Finding and using information

ROAC=Reading to appreciate other cultures

RIE= Reading for interest and enjoyment

KaL = Using knowledge about language

Reading Second Level

See the Literacy & English; Social Studies; Expressive Arts Pathways.

**MLAN 2-08a MLAN 2-08b MLAN 2-09a MLAN 2-10a
MLAN 2-11a MLAN 2-11b MLAN 2-11c MLAN 2-11d**

Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved. (FUI)

Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. (FUI)

Summarises the text in English. (FUI)

Works with a partner or in a group on longer or more complex texts that are related to a topic learnt in class. (FUI)

Orders pictures or props to re-tell a story in own words. (FUI)

Reads and understands short texts in different formats. (FUI)

Sequences pictures/labels to order key events in a text written in the target language. (FUI)

Understands familiar words on signs, labels and in texts in different contexts more confidently. (FUI)

Answers questions about a story or simple text by identifying key words. (FUI)

Matches images to appropriate text in the target language. (FUI)

Shows understanding of a story alone or in a group. (FUI)

Identifies key words from a story. (FUI)

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. (RAOC)

Identifies cultural differences and similarities between Scotland and the target language country/countries. (RAOC)

Recognises some simple differences between Scotland/ home area and the target country/countries where target language is spoken from a text or video clip. (RAOC)

Initially using supports (word bank /displays/ bilingual dictionary) works alone or with a partner to find out facts about target country using ICT or other resources in class. (RAOC)

Names some simple differences between Scotland/ home area and the target country from a text or video clip. (RAOC)

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. Can explain the similarities and differences between using a monolingual and bilingual dictionary. (KaL)

Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar words in English. (KaL)

Applies understanding of the different sounds made by letters and letter blends in the target language. (KaL)

Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension. (KaL)

Understands how to use a bilingual dictionary. (KaL)

Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English. (KaL)

Starts to use context to find the correct meaning of a word in a bilingual dictionary. (KaL)

Explores the dictionary through a range of activities using the dictionary to find nouns, verbs and adjectives in English and in the target language. (KaL)

Uses and understands dictionary codes to identify adjectives and verbs in English and the target language. (KaL)

Applies knowledge of alphabetical order to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. (KaL)

Uses the alphabet with confidence to find common nouns in English and the target language. (KaL)

Uses the dictionary to find the words needed in English and in the target language. (KaL)

Confidently understands the phonics and spelling patterns of the target language. (KaL)

Demonstrates understanding of texts in both familiar and unfamiliar contexts which are written mainly in the present tense and come from a range of genre. (RIE)

Expresses opinions in English about texts they have read in the target language. (RIE)

Shares learning from chosen reading (in target language) with a partner or a group and gives an opinion with reasons (in English). (RIE)

Listens actively and follows a story/ text in the target language. (RIE)

Selects an unfamiliar short text, rhyme or story in target language to read and understands most of it with support. (RIE)

Second Level – Writing

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and using information (OUI)	I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 2-12a I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. MLAN 2-13a I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b	• Works with others to plan and check written work. • Uses support such as a bilingual dictionary, word banks, cloze activities 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. • With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. • Writes for a variety of purposes and audiences. • Produces written work in the target language which is mostly accurate in terms of: - Punctuation - Spelling - Accents.
Using knowledge about language (KaL)	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 2-14a	

Writing Second Level

See the Literacy & English; Social Studies;
Expressive Arts Pathways.

MLAN 2-12a MLAN 2-13a MLAN 2-13b MLAN 2-14a

Produces written work in the target language which is mostly accurate in terms of:

- **Punctuation**
- **Spelling**
- **Accents.**

(OUI)

Uses ICT when appropriate to check words and to produce written text in different formats. (OUI)

With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. (OUI)

Understands the changes to a verb depending on who is doing the action. (KaL)

Works with others to plan and check written work. (OUI)

Reads a text and responds (both in target language) using a framework as a guide. (OUI)

Uses correct punctuation forms of the target language to give my writing meaning. (OUI)

Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language. (OUI)

Reviews work for accuracy in spelling and content with a partner. (OUI)

Understands some verb patterns in the singular e.g.I ; you; he/she/it. (KaL)

Uses connectives to extend their writing. (OUI)

Writes some phrases and sentences about personal information or topics of interest using writing frames, classroom displays, cloze activities, sentence builders and word lists. (OUI)

Uses a dictionary to check spelling independently. (OUI)

Identifies if a noun is masculine, feminine or neuter and understands if this changes other words around it. (KaL)

Understands the role of accents in the target language. (OUI)

Writes for a variety of purposes and audiences. (OUI)

Starts to understand why accents are used in the target language. (OUI)

Starts to use the bilingual dictionary to check spelling with some guidance. (OUI)

Identifies if a noun is masculine, feminine or neuter. (KaL)

Correctly writes a range of familiar words in the target language on personal information. (OUI)

With support (word banks, scaffolds, cloze activities, dictionaries etc) writes some personal information phrases. (OUI)

Spells some familiar words correctly. (OUI)

Understands the idea of gender in nouns. (KaL)

Modern Languages Third Level



Third Level

What the learning may look like in Fife

- If one L3 is taught from P5 to P7 then ideally children and young people may be able to choose which of L2 or L3 they continue as L3 from S1. Where a multi-language approach is taken this is not possible and the L2 from primary will be continued from S1 to the end of S3.
- At some point in S1 to S3 children and young people must also experience an L3.
- Practitioners should continue to use and progressively increase opportunities to switch to the target language as at Second level. Progression will be seen in the increasing complexity of ideas and content discussed in the TL as well as a in a more formal understanding and use of grammar/Knowledge about Language (KaL).
- Opportunities for age and stage appropriate use of games and songs, especially as listening and reading comprehension should be encouraged.
- At third level children and young people will increase their skills in listening, talking, reading and writing using age and stage appropriate contexts. Topics such as 'in my pencil case' and 'pets' will have been learned at primary. In Third level the focus moves to using this vocabulary as a base to extend KaL/grammar skills in more complex, age-appropriate contexts.
- Continuing to re-visit familiar yet increasingly complex contexts, such as books, cartoons, films etc, but in the target language will support and reinforce prior learning.
- During Initial Engagement with Third Level, reading and writing skills are further developed. Children and young people should be encouraged to increase their use of L2 to allow them to use their language in meaningful contexts.
- All new vocabulary should be introduced, and children and young people should be confident using it in talking and listening before they are expected to read and write the new language content, as is the case with L1. At this level, children and young people will be able to make this progression much more quickly than at Second level, perhaps even within one lesson.
- Children and young people should now have several strategies for taking the initiative and sustaining conversations. Practitioners should ensure children and young people have sufficient opportunities to practice these in a variety of contexts – conversations, presentations, Q&As etc.
- As children and young people move in to Progressing within Third Level, increasing amounts of L2 can be read or written. New text types or genres of writing appropriate to the age and stage will be introduced. Children and young people will become increasingly confident in reviewing and editing their own written work.
- As children and young people become confident in using their L2 and L3, and through comparing and contrasting with English grammar or Knowledge about Language (KaL), practitioners should ensure progression within knowledge and use of the grammar rules/KaL of L2 and L3 in more than 1 tense and beyond the first person. [Education Scotland has produced progressive grids](#) to support this.
- Cultural learning is a core element of language learning because language shapes our understanding of the world. Children and young people should continue to develop their understanding of cultural similarities and differences between Scotland and countries which use the TL. Children and young people should now have sufficient language knowledge that some of this can begin to be undertaken in the TL including discussing the social and cultural implications of these differences when people from different cultures interact.
- High quality enjoyable language learning continues to be critical as we continue to establish the habit of language learning as a normal part of the curriculum.
- To support the normalisation of language learning and to provide meaningful context, at whole-school level embedded L2 is the expectation – therefore all greetings, courteous phrases (please, thank you) and praise should be in target language both in conversations between adult – child/young person and between adult – adult especially in the presence of children/young people.

Resources

[Fife Languages Activities and Experiences](#) provides suggested activities and tasks to be used in class. Follow the links to the relevant language(s) to access suggested vocabulary for Early to Second level including sound files. These may be useful for independent use by young people to review prior learning.

Third Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening for information (LI)	I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker. MLAN 3-01a	• Demonstrates understanding of spoken information from a variety of sources including, for example, TV and/or film clips in the target language, expressed in mainly familiar words and phrases. • Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions.
Listening and talking with others (WO)	I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate. MLAN 3-02a I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions. MLAN 3-03a I can support a conversation by asking for help, seeking repetition and asking simple questions. MLAN 3-04a I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken. MLAN 3-05a	• Listens, takes turns and contributes at the appropriate time when engaging with others in largely prepared conversations of increasing length. • Demonstrates understanding of language used by the interlocutor through appropriate and increasingly spontaneous responses. • Shares information on familiar themes in longer conversations, with reasonable fluency. Copes with some unpredictable language from the interlocutor. Uses fuller sentences. • Applies non-verbal techniques such as eye contact, facial expressions and body language to support dialogue. • Sustains conversations appropriately in order to demonstrate understanding of basic structures and familiar vocabulary. • Uses verbs, adjectives, connectors and word order mostly accurately. • Gives reasons for opinions shared within conversations. • Uses appropriate polite social terms to begin and end interactions. • Requests in the target language that others, for example, 'repeat', 'slow down', and 'speak more clearly'. • Is able to tell the interlocutor if he/she does not understand. • Works with others to practise, for example, new vocabulary, structures or grammar in a variety of games in the target language, in digital and traditional formats, in paired-speaking exercises and in role-plays. • Participates in paired and group activities, with decreasing levels of support. • Works collaboratively on conversations and role-play tasks of an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts.

Third Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and Using Information (OUI)	I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken. MLAN 3-06a I can deliver an individual presentation in the language I am learning, using a variety of media including ICT where appropriate. MLAN 3-06b	• Works collaboratively to plan and co-deliver a talk in the target language. Sustains talk long enough to demonstrate accuracy in known vocabulary and grammar as well as pronunciation and expression. • Demonstrates engagement with the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people. • Plans and delivers a brief presentation with appropriate content and structure, communicating clearly, audibly and with appropriate pronunciation. • Uses resources as appropriate to support communication, for example, power point or cue cards. • Talks at sufficient length and can increasingly demonstrate accuracy in vocabulary, grammar and expression.
Using knowledge about Language (KaL)	I can apply my knowledge about language, intonation and pronunciation to: • ensure that others can understand me when I pronounce familiar words or phrases • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. MLAN 3-07a	• Applies pronunciation rules to unfamiliar words by identifying and applying familiar letter patterns. • Pronounces familiar words clearly and uses a sustained range of vocabulary appropriate to the level. • Reads with some fluency and understanding, using appropriate pace and intonation. • Demonstrates an appropriate knowledge of grammatical structures including knowledge of more than one tense, over a range of talking activities.

Listening and Talking Third Level (1 of 2)

See Literacy & English; Social Studies;
Expressive Arts

MLAN 3-01a MLAN 3-06a MLAN 3-06b MLAN 3-07a (on this page)

Demonstrates understanding of spoken information from a variety of sources including, for example, TV and/or film clips in the target language, expressed in mainly familiar words and phrases. (LI)

Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions. (LI)

Responds readily to a wide range of classroom instructions from the teacher or another pupil with a reply or an action. (LI)

Understands most spoken information from a video clip or sound file using native speakers. (LI)

Takes part confidently in daily class routines and readily leads some tasks with classmates. (LI)

Follows longer or more complex instructions. (LI)

Demonstrates engagement with the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people. (OUI)

Plans and delivers a brief presentation with appropriate content and structure, communicating clearly, audibly and with appropriate pronunciation. (OUI)

Confidently presents some facts about the country they are learning about. (OUI)

Talks at sufficient length and can increasingly demonstrate accuracy in vocabulary, grammar and expression. (OUI)

Makes a short presentation (alone) using target language on an area of interest or on a context being learnt about in class. (OUI)

Uses resources as appropriate to support communication, for example, power point or cue cards. (OUI)

Working alone, presents information on the country being studied to others using English (L1) and the TL. (OUI)

Works collaboratively to plan and co-deliver a talk in the target language. Sustains talk long enough to demonstrate accuracy in known vocabulary and grammar as well as pronunciation and expression. (OUI)

Alone or with others uses ICT and other resources to research an area or feature of the country they are learning about. (OUI)

Applies pronunciation rules to unfamiliar words by identifying and applying familiar letter patterns. (KaL)

Pronounces familiar words clearly and uses a sustained range of vocabulary appropriate to the level. (KaL)

Shows confidence in linking written and spoken words for an increasing range of vocabulary. (KaL)

Reads with some fluency and understanding, using appropriate pace and intonation. (KaL)

Confidently uses knowledge of phonics to help pronounce words correctly and to make themselves understood when reading aloud. (KaL)

Demonstrates an appropriate knowledge of grammatical structures including knowledge of more than one tense, over a range of talking activities. (KaL)

Makes connections with an increasing range of words in English (L1) and the TL. (KaL)

Understands the blending of sounds in the TL and applies this to new words with correct pronunciation and intonation. (KaL)

Listening and Talking Third Level (2 of 2)

See Literacy & English; Social Studies;
Expressive Arts

MLAN 3-02a MLAN 3-03a MLAN 3-04a MLAN 3-05a (on this page)

Shares information on familiar themes in longer conversations, with reasonable fluency. Copes with some unpredictable language from the interlocutor. Uses fuller sentences. (WO)

Gives reasons for opinions shared within conversations. (WO)

Demonstrates understanding of language used by the interlocutor through appropriate and increasingly spontaneous responses. (WO)

Sustains conversations appropriately in order to demonstrate understanding of basic structures and familiar vocabulary. (WO)

Applies non-verbal techniques such as eye contact, facial expressions and body language to support dialogue. (WO)

Extends answers using with some adjectives about myself or others or using connectives e.g. and; but; with; because. (WO)

Readily answers a range of routine questions about on familiar contexts such as themselves, their home area, their school, their hobbies. (WO)

Uses verbs, adjectives, connectors and word order mostly accurately. (WO)

Works collaboratively on conversations and role-play tasks of an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts. (WO)

Requests in the target language that others, for example, 'repeat', 'slow down', and 'speak more clearly'. (WO)

If needed, tells the interlocutor if he/she does not understand. (WO)

Takes part in a short role-play practised with a partner giving personal information and expressing positive and negative opinions with accuracy. (WO)

Uses one or two simple phrases to ask for help in understanding questions or instructions. (WO)

Understands and uses a range of question words e.g. where, what, when, why (WO)

Uses and adapts prepared phrases/structures to talk about topics of interest from classwork. (WO)

Shows understanding by replying to a question or instruction. (WO)

Works with others to practise, for example, new vocabulary, structures or grammar in a variety of games in the target language, in digital and traditional formats, in paired-speaking exercises and in role-plays. (WO)

Uses appropriate polite social terms to begin and end interactions. (WO)

Participates in paired and group activities, with decreasing levels of support. (WO)

Listens, takes turns and contributes at the appropriate time when engaging with others in largely prepared conversations of increasing length. (WO)

Listens actively to others and answers at appropriate points. (WO)

Shows understanding verbally or non-verbally to more complex tasks/questions. (WO)

Works in pairs or in groups on tasks or games across a range of contexts I learned using the language I am learning. (WO)

Third Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Finding and using information (FUI)	I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language. MLAN 3-08a	• Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences. • Identifies the main points of the text and can communicate this to others.
Reading to appreciate other cultures (RAOC)	I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken. MLAN 3-09a	• Demonstrates understanding of longer texts in the target language by, for example, noting down facts from the text, answering some questions, or explaining to others the main points and some supporting detail of the text. • Identifies cultural differences through reading a range of texts about the country and its inhabitants in the target language.
Reading for interest and enjoyment (RIE)	I can select and read for interest and enjoyment a range of texts, including longer imaginative texts in a variety of styles, both prose and poetry, which may have had some adaptation. MLAN 3-10a	• Applies a range of reading skills and strategies to read unfamiliar vocabulary with increasing understanding a range of texts, including more extended reading passages or stories. Uses knowledge of context, cognates and grammatical structures to support understanding.
Using knowledge about language (KaL)	I can use a bilingual dictionary independently to help me understand new language. MLAN 3-11a I can recognise features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words. MLAN 3-11b	• Uses a bilingual dictionary or other reference sources to check and spell commonly misspelt or unfamiliar words. • Recognises common prefixes, suffixes and blends of letters. Identifies connections between words. Uses this knowledge to identify cognates in order to help work out the meaning of new words. • Identifies parts of speech such as nouns, pronouns, adjectives, adverbs and verbs and applies this knowledge to support their understanding of texts.

FUI=Finding and using information

RAOC=Reading to appreciate other cultures

RIE= Reading for interest and enjoyment

KaL = Using knowledge about language

Reading Third Level

See Literacy & English; Social Studies; Expressive Arts

MLAN 3-08a MLAN 3-09a MLAN 3-10a MLAN 3-11a MLAN 3-11b

Identifies the main points of the text and can communicate this to others. (FUI)

Answers questions about a text or story in a range of formats. (FUI)

Re-tells a story or part of a longer text in own words using a dictionary or a vocabulary help-sheet. (FUI)

Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences. (FUI)

With support, reads and understands texts in different formats and lengths. (FUI)

Works with a partner or in a group on longer or more complex texts. (FUI)

Recognises key words in the TL in a story and re-structures the story. (FUI)

Identifies cultural differences through reading a range of texts about the country and its inhabitants in the target language. (RAOC)

Demonstrates understanding of longer texts in the target language by, for example, noting down facts from the text, answering some questions, or explaining to others the main points and some supporting detail of the text. (RAOC)

Recognises differences between Scotland/home area and the target country from a longer text or video clip. (RAOC)

Reads a text with cultural references from the country / countries where the language is spoken. (RAOC)

Names differences and similarities about life in Scotland and the target country/ countries where the TL is spoken and explain it to others. (RAOC)

Uses a range of support to find out facts about this country using ICT or other resources in class. (RAOC)

Applies a range of reading skills and strategies to read unfamiliar vocabulary with increasing understanding a range of texts, including more extended reading passages or stories. (RIE)

Uses knowledge of context, cognates and grammatical structures to support understanding. (RIE)

Shows understanding by answering in a variety of question forms in English. (RIE)

Identifies cognates and develops understanding of grammatical structures to support comprehension. (RIE)

Selects an unfamiliar text, or story and reads and understands with support. (RIE)

Uses a bilingual dictionary or other reference sources to check and spell commonly misspelt or unfamiliar words. (KaL)

Identifies connections between words. Uses this knowledge to identify cognates to help work out the meaning of new words. (KaL)

Recognises common prefixes, suffixes and blends of letters. (KaL)

Identifies parts of speech such as nouns, pronouns, adjectives, adverbs and verbs and applies this knowledge to support their understanding of texts. (KaL)

Uses context to help find the correct meaning of a word in the dictionary. (KaL))

Confidently identifies parts of speech to help understanding when reading. (KaL)

Explores the main features of words and makes connections. (KaL) (FUI)

Understands how to use a bi-lingual dictionary and uses it routinely to help understanding. (KaL)

Third Level – Writing

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and using information (OUI)	I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 3-12a I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes. MLAN 3-13a I can express opinions and can offer straightforward reasons for having those opinions. MLAN 3-13b	• Works with others to plan and review written work. • Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling or structure. • Produces written work in the target language which is mostly accurate in terms of use of personal pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs. • Applies knowledge of spelling patterns and rules to spell familiar words correctly. • Demonstrates knowledge and accurate application of punctuation norms in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents. • Uses simple sentences of increasing length. • Attempts to regularly link sentences using both coordinating and subordinating conjunctions, demonstrating some knowledge of word order rules where appropriate. • Justifies opinions using a range of adjectives, connectors and word order to give reasons for those opinions.
Using knowledge about language (KaL)	I can check the accuracy of my writing using my knowledge about language, the support of others and appropriate reference materials, including success criteria. MLAN 3-14a	• Reviews and corrects writing to ensure it makes sense and meets its purpose. For example, uses a bilingual dictionary, grammar notes, or peer review to check accuracy and sense.

Writing Third Level

See Literacy & English; Social Studies;
Expressive Arts

MLAN 3-12a MLAN 3-13a MLAN 3-13b MLAN 3-14a

**Applies knowledge of spelling patterns and rules
to spell familiar words correctly. (OUI)**

**Produces written work in the target language which is mostly
accurate in terms of use of personal pronouns, possessive
pronouns, verbs, tenses, adjectives and adverbs. (OUI)**

**Reviews and corrects writing to ensure it makes sense
and meets its purpose. For example, uses a bilingual
dictionary, grammar notes, or peer review to check
accuracy and sense. (KaL)**

**Demonstrates knowledge and accurate application of
punctuation norms in the target language such as use
of capital letters, full stops, commas, exclamation
marks, question marks and accents. (OUI)**

**Attempts to regularly link sentences using both coordinating and
subordinating conjunctions, demonstrating some knowledge of
word order rules where appropriate. (OUI)**

Uses a dictionary and grammar notes to
apply grammar rules to improve writing.
(KaL)

Plans and creates a piece of
writing with support. (OUI)

Spells a range of familiar words
without support. (OUI)

Plans writing using a range of
structures. (OUI)

Uses simple sentences of increasing length. (OUI)

**Justifies opinions using a range of adjectives, connectors and
word order to give reasons for those opinions. (OUI)**

Works with a partner or in a small group
to give and receive feedback to improve
and correct written work. (KaL)

Accurately writes some phrases about self and
topics of own interest using writing frames,
classroom displays and word lists. (OUI)

Reads a text and responds using a
framework as a guide. (OUI)

Uses jotter or vocabulary notes
to review work for accuracy in
spelling and content. (OUI)

Understands some verb patterns in the
singular e.g. I ; you; he/she/it and plural
of common regular verbs. (KaL)

**Uses support such as a bilingual dictionary, grammar
notes, or digital technology to check accuracy in
spelling or structure. (OUI)**

**Works with others to plan and review
written work. (OUI)**

Understands the impact of the gender of a
noun on adjectives. (KaL)

Works with a partner or in a group on
longer or more complex texts. (OUI)

Modern Languages Fourth Level



Fourth Level

What the learning may look like in Fife

- All children and young people should have the opportunity to engage in learning at Fourth Level in both their L2 and L3 during S1-S3.
- All earners should have a continuous experience of L2 from S1 to the end of S3.
- Opportunities to achieve recognition of their success should be planned at an appropriate level for all children and young people. The SQA Modern Languages for Life and Work Award offers one way of doing this.
- Practitioners should continue to use and progressively increase opportunities to switch to the target language as at Third level. Progression will be seen in the increasing complexity of ideas and content discussed in the TL as well as in increasingly complex grammatical constructions, such as conditionals and selecting the appropriate level of formal language for the task.
- Opportunities for age and stage appropriate use of games and songs, especially as listening and reading comprehension should be encouraged.
- At Fourth level children and young people will increase their skills in listening, talking, reading and writing using age and stage appropriate contexts. In line with the DYW agenda, children and young people should experience vocabulary and KaL learning in contexts related to the world of work. As at Third level the focus moves to using known vocabulary as a base to extend KaL/grammar skills in more complex, age-appropriate contexts.
- Continuing to re-visit familiar yet increasingly complex contexts, such as books, cartoons, films etc, but in the target language will support and reinforce prior learning.
- Children and young people should now be confident in their basic reading and writing skills. Practitioners should ensure children and young people have frequent opportunities to develop these skills through practice creating texts of increasing length and complexity. Children and young people should be encouraged to use their writing skills from their L1 to support development in L2 and L3. Modern Languages practitioners should work closely with other curricular areas to ensure consistency in strategies for planning, editing, and re-drafting etc.
- All new vocabulary should be introduced and children and young people be confident in using it in talking and listening before they are expected to read and write the new language content, as is the case with L1. At this level, children and young people will be able to make this progression much more quickly than previously, often within one lesson.
- Children and young people should now be confident in taking the initiative (e.g. asking for help) and in using conversational tools to sustain the conversations, presentations etc.
- As children and young people become confident in using their L2 and L3, and through comparing and contrasting with English grammar or Knowledge about Language (KaL), practitioners should ensure progression within knowledge and use of the grammar rules/KaL of L2 and L3 in more than 1 tense and beyond the first person. [Education Scotland has produced progressive grids](#) to support this.
- Age and stage- appropriate cultural knowledge and understanding continues to be a core part of learning. Increasingly this can be learnt in the TL.
- High quality enjoyable language learning continues to be critical as we continue to establish the habit of language learning as a normal part of the curriculum and learning for life and work.
- To support the normalisation of language learning and to provide meaningful context, at whole-school level embedded L2 is the expectation – therefore all greetings, courteous phrases (please, thank you) and praise should be in target language both in conversations between adult – child/young person and between adult – adult especially in the presence of children/young people.

Fourth Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Listening for information (LI)	I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts. MLAN 4-01a	• Demonstrates understanding of straightforward texts with some less predictable language from a variety of sources, such as from TV news/weather clips, or excerpts from films / TV programmes in the target language.
Listening and talking with others (WO)	I can listen and respond to others, including sympathetic fluent speakers of the language, in extended conversations that are less predictable. MLAN 4-02a I can take part effectively in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions and by offering more detailed reasons for having these opinions. MLAN 4-03a I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary. MLAN 4-04a I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken. MLAN 4-05a	• Listens, takes turns and contributes at the appropriate time when engaging with others in conversations and role plays of increasing length and complexity. • Demonstrates understanding of language used by the interlocutor through responses which are appropriate to the level and which may include some spontaneous use of language. • Shares detailed information on a range of themes with reasonable fluency. • Applies non-verbal techniques, for example, eye contact, facial expressions and body language to support dialogue. • Sustains conversations and demonstrates understanding of straightforward language which may contain some unpredictable structures and vocabulary. • Contributes appropriately to conversations, using an increasing range of structures including adjectives, connectors and word order to give more information. • Uses appropriate polite social terms to begin and end interactions. • Initiates and sustains conversation, by, for example, prompting others to move the conversation on, or asking further questions. • Requests in the target language that others 'repeat', 'slow down' or 'speak more clearly', for example. Tells interlocutor if he/she does not understand what has been said. • Works collaboratively to create and present open-ended role-play tasks or scenarios of an appropriate length. • Demonstrates understanding of straightforward structures and less familiar vocabulary in different contexts, when engaging in authentic transactions, for example, purchasing travel tickets, booking accommodation or ordering food.

Fourth Level – Listening and Talking

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and Using Information (OUI)	I can, using a variety of media including ICT where appropriate, plan, prepare and deliver an individual presentation in the language I am learning on topics of personal interest or linked to an aspect of a country where the language I am studying is spoken. MLAN 4-06a	- Plans and delivers a presentation with appropriate pronunciation, content and structure, communicating with some fluency, using support such as power point or cue cards. - Demonstrates engagement with, and understanding of, the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people.
Using knowledge about Language (KaL)	I can apply my knowledge about language, intonation and pronunciation to: - ensure that others can understand me when I pronounce familiar and unfamiliar words and phrases - help me work out how to read aloud familiar and unfamiliar texts with accuracy and confidence. MLAN 4-07a	- Displays confidence and communicates accurately by: - Identifying and applying pronunciation rules to unfamiliar words by locating familiar letter patterns. - Pronouncing clearly familiar words. - Reads aloud both familiar and unfamiliar texts with increasing fluency and with understanding, using appropriate pace and intonation.

Listening and Talking Fourth Level

See Literacy & English; Social Studies;
Expressive Arts

**MLAN 4-01a MLAN 4-02a MLAN 4-03a MLAN 4-04a MLAN 4-05a MLAN
4-06a MLAN 4-07a MLAN 4-08a MLAN 4-09a MLAN 4-10a MLAN 4-11a**

Demonstrates understanding of straightforward texts with some less predictable language from a variety of sources, such as from TV news/weather clips, or excerpts from films / TV programmes in the target language. (LI)

Listens, takes turns and contributes at the appropriate time when engaging with others in conversations and role plays of increasing length and complexity. (WO)

Demonstrates understanding of language used by the interlocutor through responses which are appropriate to the level and which may include some spontaneous use of language. (WO)

Shares detailed information on a range of themes with reasonable fluency. (WO)

Contributes appropriately to conversations, using an increasing range of structures including adjectives, connectors and word order to give more information. (WO)

Demonstrates engagement with, and understanding of, the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people. (OUI)

Reads aloud both familiar and unfamiliar texts with increasing fluency and with understanding, using appropriate pace and intonation. (KaL)

Initiates and sustains conversation, by, for example, prompting others to move the conversation on, or asking further questions. (WO)

Demonstrates understanding of straightforward structures and less familiar vocabulary in different contexts, when engaging in authentic transactions, for example, purchasing travel tickets, booking accommodation or ordering food. (WO)

Sustains conversations and demonstrates understanding of straightforward language which may contain some unpredictable structures and vocabulary. (WO)

Plans and delivers a presentation with appropriate pronunciation, content and structure, communicating with some fluency, using support such as power point or cue cards. (OUI)

Displays confidence and communicates accurately by:

Requests in the target language that others 'repeat, 'slow down' or 'speak more clearly', for example. Tells interlocutor if he/she does not understand what has been said. (WO)

Applies non-verbal techniques, for example, eye contact, facial expressions and body language to support dialogue. (WO)

- Identifying and applying pronunciation rules to unfamiliar words by locating familiar letter patterns
- Pronouncing clearly familiar words. (KaL)

Uses appropriate polite social terms to begin and end interactions. (WO)

Works collaboratively to create and present open-ended role-play tasks or scenarios of an appropriate length. (WO)

Fourth Level – Reading

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Finding and using information (FUI)	Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding. MLAN 4-08a	• Uses a variety of resources such as a bilingual dictionary or a glossary to demonstrate understanding of straightforward texts, which employ a variety of tenses and unfamiliar language.
Reading to appreciate other cultures (RAOC)	I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. MLAN 4-09a	• Demonstrates increasing understanding of straightforward texts containing unfamiliar language by, for example, explaining to others the main points, noting down facts in English, or answering some questions about the text. • Identifies and comments in the target language on cultural differences and similarities between Scotland and the target language country/countries. • Is building knowledge of cultural differences through reading a range of texts in the target language and carrying out some research about the country/ countries where the language is spoken and its inhabitants.
Reading for interest and enjoyment (RIE)	I can select and read for interest and enjoyment a range of more detailed texts containing complex language, including imaginative accounts, both prose and poetry, which use familiar and unfamiliar language and may have had some adaptation. MLAN 4-10a	• Independently selects longer texts such as short stories, prose, poetry, texts from websites, newspapers or magazines for enjoyment and interest. These include straightforward language structures but also include unfamiliar vocabulary and expressions appropriate to the level.
Using knowledge about language (KaL)	I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. MLAN 4-11a	• Uses a bilingual dictionary or other reference source to check the use of unfamiliar and commonly misspelt words and to cross-check their own understanding of the language. • Applies knowledge of grammatical structures and connections between words to support understanding of texts containing a wider range of vocabulary and structures. This can include a variety of tenses, personal and possessive pronouns, word order and adjectival agreement.

Curriculum Organisers codes

FUI=Finding and using information

RAOC=Reading to appreciate other cultures

RIE= Reading for interest and enjoyment

KaL = Using knowledge about language

Reading Fourth Level

See Literacy & English; Social Studies; Expressive Arts

MLAN 4-08a MLAN 4-09a MLAN 4-10a MLAN 4-11a

Identifies and comments in the target language on cultural differences and similarities between Scotland and the target language country/countries. (RAOC)

Uses a variety of resources such as a bilingual dictionary or a glossary to demonstrate understanding of straightforward texts, which employ a variety of tenses and unfamiliar language. (FUI)

Demonstrates increasing understanding of straightforward texts containing unfamiliar language by, for example, explaining to others the main points, noting down facts in English, or answering some questions about the text. (RAOC)

Independently selects longer texts such as short stories, prose, poetry, texts from websites, newspapers or magazines for enjoyment and interest. These include straightforward language structures but also include unfamiliar vocabulary and expressions appropriate to the level. (RIE)

Applies knowledge of grammatical structures and connections between words to support understanding of texts containing a wider range of vocabulary and structures. This can include a variety of tenses, personal and possessive pronouns, word order and adjectival agreement. (KaL)

Is building knowledge of cultural differences through reading a range of texts in the target language and carrying out some research about the country/ countries where the language is spoken and its inhabitants. (RAOC)

Uses a bilingual dictionary or other reference source to check the use of unfamiliar and commonly misspelt words and to cross-check their own understanding of the language. (KaL)

Fourth Level – Writing

Curriculum Organisers	Experiences and Outcomes	National Benchmarks
Organising and using information (OUI)	I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate. MLAN 4-12a I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words. MLAN 4-13a I can write about experiences, feelings and opinions and can offer reasons for having those opinions. MLAN 4-13b	• Works with others to plan and check written work. • Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling and structures. • Produces an increasing variety of written work in the target language which uses straightforward sentences of varying length and type. • Applies knowledge of spelling patterns and rules in the target language to spell familiar words correctly. • Demonstrates familiarity with punctuation norms in the target language. • Writes accurately using, for example, correct personal and possessive pronouns, correct verb forms, appropriate tenses and correct adjectival agreements. • Links sentences using both coordinating and subordinating conjunctions, demonstrating knowledge of word order rules where appropriate. • Justifies opinions using an increasing range of adjectives, connectors, verb forms and word order to give a more extensive range of reasons for their opinions.
Using knowledge about language (KaL)	I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. MLAN 4-14a	• Applies a range of strategies and resources to ensure accuracy of spelling, including unfamiliar vocabulary. • Writes with increasing accuracy to convey meaning clearly, using a variety of structures to clarify meaning and enhance writing. • Edits and revises writing with increasing independence. Uses, for example, a bilingual dictionary, grammar notes or peer review to ensure clarity of meaning and accuracy to improve content, language and/or structure.

Writing Fourth Level

See Literacy & English; Social Studies;
Expressive Arts

MLAN 4-12a MLAN 4-13a MLAN 4-13b MLAN 4-14a

Links sentences using both coordinating and subordinating conjunctions, demonstrating knowledge of word order rules where appropriate. (OUI)

Justifies opinions using an increasing range of adjectives, connectors, verb forms and word order to give a more extensive range of reasons for their opinions. (OUI)

Writes accurately using, for example, correct personal and possessive pronouns, correct verb forms, appropriate tenses and correct adjectival agreements. (OUI)

Writes with increasing accuracy to convey meaning clearly, using a variety of structures to clarify meaning and enhance writing. (KaL)

Demonstrates familiarity with punctuation norms in the target language. (OUI)

Produces an increasing variety of written work in the target language which uses straightforward sentences of varying length and type. (OUI)

Edits and revises writing with increasing independence. Uses, for example, a bilingual dictionary, grammar notes or peer review to ensure clarity of meaning and accuracy to improve content, language and/or structure. (KaL)

Applies knowledge of spelling patterns and rules in the target language to spell familiar words correctly. (OUI)

Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling and structures. (OUI)

Applies a range of strategies and resources to ensure accuracy of spelling, including unfamiliar vocabulary. (KaL)

Works with others to plan and check written work. (OUI)