



Tracking and Moderation for L2

Primary French P4 – P7

1 st Level	Classroom Language / Daily Routine	Primary 4
Listening for Information		
<ul style="list-style-type: none"> I show understanding verbally or non-verbally MLAN 1-01a I respond to instructions MLAN 1-01b I can listen and show understanding of language MLAN 1-01c 	<p>Salut! Bonjour ! Bonsoir ! À bientôt! Au Revoir! On va faire l'appel. Entrez! Allez! Asseyez-vous! Levez-vous! Écoutez! Regardez! Répétez ! Arrêtez! Silence! En rang! Très bien! Fantastique! Bon travail! Bon effort! / Bravo!</p>	<p>As before including captions and phrases Alphabet song, spelling</p>
Listening & Talking		
<ul style="list-style-type: none"> I can identify key information MLAN 1-02a I am beginning to share information about myself MLAN 1-02b I can ask and answer some questions <i>attempting correct pronunciation</i> MLAN 1-03, 07b I enjoy listening to stories, rhymes and songs MLAN 1-05a, 07a, 10a I enjoy learning with others MLAN 1-05b I'm learning about life in other countries MLAN 1-06 	<p>Salut! / Bonjour ! / Bonsoir ! À bientôt! / Au Revoir On va faire l'appel – Ça va? Oui ça va, Comme ça comme ça, Ça va mal. Comment t'appelles-tu? Je m'appelle...</p> <p>C'est quel jour? Au'jourd'hui c'est... lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix Quel âge as-tu? J'ai ...ans. Bon anniversaire!</p> <p>Quel temps fait-il? Il fait beau / il fait gris / il fait mauvais / il fait chaud / il fait froid / il pleut / il neige Très bien! / Fantastique! / Bon travail! / Bon effort! / Bravo!</p> <p>C'est de quel couleur ? C'est... rouge / bleu / jaune / vert / noir / blanc / rose / orange / violet / gris / marron</p> <p>Onze / douze/ treize / quatorze / quinze / seize / dix-sept / dix-huit / dix-neuf / vingt / vingt-et-un / vingt-deux / vingt-trois / vingt-quatre / vingt-cinq / vingt-six / vingt-sept / vingt-huit/ vingt-neuf / trente / trente-et-un C'est quel mois ? C'est ...janvier / février / mars / avril / mai / juin / juillet / août / septembre / octobre / novembre / décembre</p>	<p>Bonjour ! Salut ! Bonsoir ! Bonne nuit ! Comment t'appelles-tu? Je m'appelle... / Ça va? Oui ça va, Comme ça comme ça, Ça va mal. / Quel âge as-tu ? J'ai ... ans. / Bon anniversaire. / Quel est la date de ton anniversaire? / Mon anniversaire c'est le.../ + numbers and months Où habites-tu? J'habite à Glasgow en Écosse. Où habites-tu ? J'habite ... un appartement / une maison. Ta maison est comment ? Mon appartement / ma maison est ... grand(e)/ petit(e) Qu'est-ce qu'il y a dans ta maison ? Dans ma maison il y a ... le salon / la cuisine / la salle de bain / le jardin / la chambre Qu'est-ce qu'il y a dans la maison de tes rêves ? Dans la maison de mes rêves il y a ...un bureau / une piscine / une discothèque / un cinéma Qu'est-ce qu'il y a dans ta ville ? Dans ma ville il y a... la (les) cathédrale(s) / la (les) place(s) / le (les) théâtre(s) / le (s) cinéma(s) / le(s) café(s) / le(s) restaurant(s) / le(s) magasin(s) / l'hôpital (les hôpitals) / l'édifice les édifices / la (les) musée(s)</p>
Reading		
<ul style="list-style-type: none"> I can recognise words that are different to my home language MLAN 1-09a, 01a, 10b (08b) 	<p>I know French speakers use the same letters but sound words differently. I can recognise French words on the daily calendar.</p>	<p>I can identify the correct part of language when read aloud. I can match words/phrases to captions.</p>
Writing		
<ul style="list-style-type: none"> I can share some information with help when I write MLAN 1-13 	<p>I can write English words to match French vocabulary.</p>	<p>I can write a short sentence in French.</p>

2nd Level	Primary 5	Primary 6	Primary 7
Listening for Information			
<ul style="list-style-type: none"> I show understanding by listening, joining in, responding MLAN 2-01a I can actively respond to instructions MLAN 2-01b I can listen and show understanding of language MLAN 2-01c 	Daily Routine Numbers 0 to 69 Revision of personal information through talking and listening to aid transition to reading and writing.	Routine as before Numbers 0 - 100	Routine as before Numbers 0 - 100
Listening & Talking			
<ul style="list-style-type: none"> I can take part in conversations and am aware of when to talk and when to listen MLAN 2-02a I am happy to use language to talk about myself and ask for information MLAN 2-02b,03a I can work with a partner and groups to talk about topics I am familiar with MLAN 2-03b,04a,05a,05b,06a,06b I can spot patterns in pronunciation and use them to help me talk in the language I am learning MLAN 2-07a,07b 	Comment t'appelles-tu? Je m'appelle. Ça va? Oui ça va etc. Quel âge as-tu ? J'ai ... ans. Quel est la date de ton anniversaire? Mon anniversaire c'est le... + numbers and months. Où habites-tu? J'habite à Glasgow en Écosse. Qui est dans ta famille? Dans ma famille il y a Tu as un animal? J'ai ... Où habites-tu ? J'habite dans... un appartement, une maison. Mon appartement, ma maison est Qu'est-ce qu'il y a dans ta maison ? Dans ma maison il y a Dans la maison de mes rêves... Qu'est-ce qu'il y a dans ta ville ? Dans ma ville il y a... Regarde (ez) le corps / la tête / le visage / le cou / le bras / la main / la jambe / le pied / Regarde (ez) mon visage / mon œil / mon nez / mon oreille / ma bouche / mes dents Comment s'appelle t'il / elle? Il / elle s'appelle ... Adjectival agreement Tu es comment? Je suis ... grand/e / petit/e J'ai les cheveux longs / courts / noirs / rouges / blondes / bruns / bouclés / raides J'ai les yeux bleus / marrons / verts Je porte les lunettes	Qu'est-ce qu'il y a dans ton quartier? Dans mon quartier il y a les magasins / la bibliolèque / l'école / le café / la musée, le cinéma / la poste / la piscine / l'église. Qu'est-ce qu'il y a pour touristes dans ton quartier? Pour les touristes dans mon quartier il y a ... Qu'est-ce que tu as à manger? J'ai une pomme / une poire / une prune / une fraise / une orange de l'eau / le jus Tu aimes...? J'aime / Je n'aime pas... la nourriture / le riz / le pan / la viande / la salade / le poisson / les fruits / les oeufs / le fromage /les frites / le poulet / les legumes / les croissants Les boissons / l'eau /le lait / le jus Tu aimes...?J'adore / Je déteste... les loisirs/ le sport / le foot / le tennis / le vélo / l'athlétisme / danser / écouter de la musique / aller au cinéma / les jeux vidéos / faire les courses lire les livres / naviguer sur Internet	Revise personal information, likes and dislikes, sports and pass-times. Research celebrity, sports personality to create a profile in 3rd person. Il / elle s'appelle... Il a / elle a Son anniversaire c'est le Il est / elle est Il porte / Elle porte Dans sa famille il y a Il aime / elle aime Il n'aime pas Il adore / elle adore Il déteste / elle déteste Qu'est-ce que tu étudies? J'étude ... l'alphabétisation, les mathématiques, la science, le Français, l'histoire, la géographie, les arts plastique
Reading			
<ul style="list-style-type: none"> I can recognise different features of written text MLAN 2-08a,08b,09a,09b I can read and show understanding of simple texts (using words, pictures) MLAN 2-08b 	Recap and introduce simple reading comprehension: Comment t'appelles-tu? Je m'appelle. Ça va? Oui ça va, Comme çi comme ça, Ça va mal. Quel âge as-tu ? J'ai ... ans.	Investigating brochures for houses and tourist leaflets. Reading menus for French cafés and restaurants.	Reading about sports and pass-times in French speaking countries.
Knowledge about language			
<ul style="list-style-type: none"> I can use a bilingual dictionary with support MLAN 2-11a I can make connections between and experiment with English and the language I am learning, looking for spelling patterns language features and meanings MLAN 2-11b,11c,11d 		If you have bilingual dictionaries in school please give your pupils the opportunity to access and experience using them. Use in the context of finding sports and pass-times. You can also use reverso.net online. Remember when finding nouns to ALWAYS INCLUDE THE ARTICLE, le, la, les, un, une, des!	

Writing			
<ul style="list-style-type: none"> I am becoming more confident to write about myself MLAN 2-13,13a,13b I am becoming more confident with my writing and can check for accuracy MLAN 2-14a 	Fill in personal information on forms	Creating tourist posters and menus	Describing another person including likes and dislikes

Modern Languages Experiences and Outcomes

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture. Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

The study of language plays an important role in all language learning and the development of literacy skills. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

Modern Languages Level 1

Listening and Talking

Listening for Information

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**

Listening and Talking with Others

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**

Organising Information

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**

Using Knowledge about Language

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**

Reading

Finding and Using Information

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**

Reading to appreciate other cultures

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**

Reading for Interest and Enjoyment

I have experienced a variety of simple texts, which may have been adapted for young learners. **MLAN 1-10a**

Using knowledge about language

I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. **MLAN 1-11a**

Writing

Organising and using information

With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13**

GCCC Languages

Modern Languages Level 2

Listening and Talking

Listening for Information

I explore the patterns and sounds of language through songs and rhymes and show understanding by listening, joining in and responding. **MLAN 2-01a**

I am learning to 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**

Listening and Talking with Others

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**

I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 2-02b**

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**

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**

Organising and Using Information

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**

Using Knowledge about Language

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**

Reading

Finding and Using Information

I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a**

I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**

Reading to appreciate other cultures

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**

Reading for Interest and Enjoyment

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**

Using knowledge about language

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**

Writing

Organising and using information

With support, I am beginning to experiment with writing in the language I am learning. **MLAN 2-13**

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**

Using knowledge about language

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**