



Tracking and Moderation for L2

Primary Spanish P4 – 7

Name:

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>¡hola! ¡buenos días! ¡buenas tardes! ¡hasta luego! ¡adiós! Vamos a pasar lista. Aquí.</p> <p>¡entrad! / ¡sentaos! / ¡levantaos! / ¡otra vez! / ¡de prisa! / ¡tranquilos! / ¡ya esta! / ¡listos! / ¡preparados! / ¡ya!</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 attempting correct pronunciation 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>¡hola! ¡buenos días! ¡buenas tardes! ¡hasta luego! ¡adiós! Vamos a pasar lista. Aquí. ¿qué tal? Muy bien / Así así / Mal ¿como te llamas? Me llamo...</p> <p>¿qué día es hoy? Hoy es... Nos 0 – 10 ¿cuántos años tienes? Tengo ... años. ¡Feliz Cumpleaños! ¡Cumpleaños Feliz! ¡Feliz Navidad! ¿qué tiempo hace? Hace sol. Hace bueno. Hace malo. Hace gris. Hace viento. Hace calor. Hace frio. Lluve. Nieva. Muy bien. Perfecto. ¡Felices Pascuas! ¿de qué color es? Es... ¿qué colores hay? Hay... rojo / azul / amarillo / verde / negro / gris / blanco / rosa / naranja / viola / marrón ¡entrad! / ¡sentaos! / ¡levantaos! / ¡otra vez! / ¡de prisa! / ¡tranquilos! / ¡ya esta! / ¡listos! / ¡preparados! / ¡ya! Nos 11 – 20, Nos 20 – 31 ¿qué mes es? Es enero / febrero / marzo / abril / mayo / junio / julio / agosto / septiembre / octubre / noviembre / diciembre</p>	<p>¡hola! ¡buenos días! ¡buenas tardes! ¡hasta luego! ¡adiós! ¿qué tal? Muy bien / Así así / Mal ¿como te llamas? Me llamo... ¿qué día es hoy? Hoy es... lunes, martes, miércoles, jueves, viernes, sábado, domingo cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez ¿cuántos años tienes? Tengo ... años. ¡Feliz Cumpleaños! ¡Cumpleaños Feliz! Hoy es mi cumpleaños / ¡Feliz cumpleaños! ¿Cuándo es tu cumpleaños? Mi cumpleaños es el... ¿dónde vives? Vivo en Glasgow en Escocia. ¿qué hay en tu casa? En mi casa hay ... el salon / el cuarto de baño / el jardín / el dormitorio / la cocina ¿cómo es tu casa? Es...grande / pequeño /a ¿qué hay en la casa de tus sueños ? En la casa de mis sueños hay... un estudio / un cine / una piscina / una bolera / una discoteca ¿qué hay en tu barrio? En mi barrio hay ..un bar, un cine, una museo, una biblioteca, una escuela, una piscina, una iglesia, unas bodegas correos</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 Spanish speakers use the same alphabet but sound words differently. I can recognise Spanish words on the daily calendar. I can identify the correct part of language when read aloud.</p>	<p>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 España and Escocia on a map. I can copy write some basic personal information in Spanish</p>	<p>I can copy write some personal information in Spanish and select from a choice of basic phrases to make my writing more accurate</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 and 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 – 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 	¿como te llamas? Me llamo... ¿qué tal? Muy bien/así así / mal. ¿cuántos años tienes? Tengo ... años. ¿cuándo es tu cumpleaños? Mi cumpleaños es el... + number + months ¿dónde vives? Vivo en Glasgow en Escocia. ¿cuántas personas hay en tu familia? En mi familia hay x personas. Hay... mi padre, mi madre, mi hermano(a), mi abuelo(a) mi tío(a), mi primo(a) ¿Tienes una mascota? Tengo un perro, un gato, un pez de colores, un hamster, una cobaya Mira... el cuerpo, el cuello, el estómago, el brazo, el pie, la cabeza, la cara, la mano, la pierna, mi cara / mi ojo / mi nariz / mi boca / mi oreja / mis dientes ¿cómo se llama? Se llama Adjectival agreement ¿eres? Soy ...alto(a) bajo(a) ¿cómo es tu pelo? Tengo el pelo... largo corto, rubio, moreno, castaño, liso, rizado ¿cómo son tus ojos? Tengo los ojos... marrones azules, verdes ¿llevas gafas? Sí llevo gafas. No, no llevo gafas.	¿qué hay en tu barrio? En mi barrio hay ..un bar, un cine, una museo, una biblioteca, una escuela, una piscina, una iglesia, unas bodegas correos ¿qué hay en tu barrio para las turistas ? En mi barrio para las turistas hay... ¿qué hay a comer ? Tengo una manzana, una pera, una ciruela, una fresa, una naranja, agua, zumo ¿Te gusta? Me gusta, No me gusta + singular + Food / sports ¿Te gustan? Me gustan, No me gustan + plural + Food / pastimes	Revise personal information, likes and dislikes, sports and passtimes. Research celebrity, sports person to create a profile in 3rd person Se llama /Tiene /Su cumpleaños es / Es / Lleva / En su familia hay Le gusta, le gustan, No le gusta no le gustan ¿qué estudias? Estudio... el alfabetismo, el español, la historia, la geografía, el arte, el inglés, la música, la educación, física, las matemáticas, las ciencias
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 	Introduce simple reading comprehension: ¿cómo te llamas? ¿qué tal? Muy bien/así así/mal Hoy es...Cumpleaños feliz! ¿Cuántos años tienes? Tengo... años ¿qué tiempo hace? ¿donde vives?	Investigating brochures for houses and tourist leaflets Reading menus for Spanish tapas and restaurants	Reading about sports / bullfighting in Spanish 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. Remember when finding nouns to ALWAYS INCLUDE THE ARTICLE, el, la, los/las, un, una,	
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**

GCC Modern 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**