



# Primary Tracking and Moderation P1 – P7

Name:

1 <sup>st</sup> Level	Primary 1	Primary 2	Primary 3	Primary 4
<b>Listening for Information</b>				
<ul style="list-style-type: none"> <li>I show understanding verbally or non-verbally <b>MLAN 1-01a</b></li> <li>I respond to instructions <b>MLAN 1-01b</b></li> <li>I can listen and show understanding of language <b>MLAN 1-01c</b></li> </ul>	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!	<b>As P1 Routine, commands + basic productivity</b> Vite! / Tranquillement!	<b>As before + asking and answering basic questions</b>	<b>As before including captions and phrases</b> Alphabet song, spelling
<b>Listening &amp; Talking</b>				
<ul style="list-style-type: none"> <li>I can identify key information <b>MLAN 1-02a</b></li> <li>I am beginning to share information about myself <b>MLAN 1-02b</b></li> <li>I can ask and answer some questions <i>attempting correct pronunciation</i> <b>MLAN 1-03, 07b</b></li> <li>I enjoy listening to stories, rhymes and songs <b>MLAN 1-05a, 07a, 10a</b></li> <li>I enjoy learning with others <b>MLAN 1-05b</b></li> <li>I'm learning about life in other countries <b>MLAN 1-06</b></li> </ul>	C'est quel jour? Au'jourd'hui c'est... Ça va? Oui ça va/ Comme ça/ Comme ça/ Ça va mal. Comment t'appelles-tu? Je m'appelle... Quel âge as-tu? J'ai ...ans. Bon anniversaire! Joyeux Noël! Quel temps fait-il? C'est de quelle couleur? C'est... <b>Christmas in France</b> Les Rois <b>Easter Bells</b> – Les cloches de Pâques <b>Art</b> – Gaugin	S'il vous plaît. S'il te plaît. Merci. De rien. As-tu un crayon, un stylo, une règle, une gomme? Oui, j'ai... C'est quel mois ? C'est ... J'aime, Je n'aime pas... <b>La chenille qui fait des trous</b> C'est de quelle couleur ? C'est... 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 <b>Traditional Dance</b> - J'aime danser la Bourée, la Gavotte Quel est la date de ton anniversaire? / <b>Mon anniversaire</b> c'est le... Quel âge as-tu ? J'ai ... ans Numbers 0 - 31	le vélo, <b>le tour de France</b> , allons, allez Où vas tu? Je vais... au bord de la mer, à la campagne, à la montagne Où habites-tu? J'habite à Glasgow en Écosse. Je danse avec... <b>le corps</b> , la tête, le visage, le cou, le bras, la main, la jambe, le pied. Je danse ... à droite, à gauche, à la musique Comment s'appelle t'il / elle? Il / elle s'appelle ... <b>Carnival</b> Regarde(z) mon nez, mon œil, mon oreille, mon visage, ma bouche, mes dents Qui est dans ta famille? Dans <b>ma famille</b> il y a ... mon père, ma mère, mon (mes) frère(s), ma (mes) sœur(s), mes grands-parents mon grand-père, ma grand-mère, mon (mes) oncle(s), ma (mes) tante(s), mon (mes) cousin(s), ma (mes) cousine(s) <b>Tu as un animal?</b> J'ai un chien, un chat, un hamster, un poisson rouge / un cochon d'inde	<b>le foot</b> , le drapeau Tu aimes jouer au foot...? J'aime... Je n'aime pas <b>Qu'est-ce que tu portes?</b> Qu'est-ce que tu portes le weekend? Je porte... <b>des vêtements</b> , un pantalon, un pull, un cardigan, un anorak, une jupe, une robe, des chaussettes, des chaussures, des baskets Où habites-tu ? J'habite ... un appartement, une maison. Ta maison est comment ? Mon appartement / <b>ma maison</b> 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 Dans <b>la maison de mes rêves</b> il y a ...un bureau, une piscine, une discothèque, un cinéma <b>Ma maison de vacances</b> est... au bord de la mer, à la campagne, à la montagne, à côté du lac, à côté de la rivière
<b>Reading</b>				
<ul style="list-style-type: none"> <li>I can recognise words that are different to my home language <b>MLAN 1-09a, 01a, 10b (08b)</b></li> </ul>	I know French speakers use the same letters but sound words differently.	I can recognise French words on the daily calendar.	I can identify the correct part of language when read aloud.	I can match words/phrases to captions.
<b>Writing</b>				
<ul style="list-style-type: none"> <li>I can share some information with help when I write <b>MLAN 1-13</b></li> </ul>		I can write Joyeux Noël on a Christmas card.	I can write English words to match French vocabulary.	I can write a short sentence in French.

2nd Level	Primary 5	Primary 6	Primary 7
<b>Listening for Information</b>			
<ul style="list-style-type: none"> <li>I show understanding by listening, joining in, responding <b>MLAN 2-01a</b></li> <li>I can actively respond to instructions <b>MLAN 2-01b</b></li> <li>I can listen and show understanding of language <b>MLAN 2-01c</b></li> </ul>	Daily Routine Numbers 0 to 69	Routine as before Numbers 0 - 100	Routine as before Numbers 0 - 100
<b>Listening &amp; Talking</b>			
<ul style="list-style-type: none"> <li>I can take part in conversations and am aware of when to talk and when to listen <b>MLAN 2-02a</b></li> <li>I am happy to use language to talk about myself and ask for information <b>MLAN 2-02b,03a</b></li> <li>I can work with a partner and groups to talk about topics I am familiar with <b>MLAN 2-03b,04a,05a,05b,06a,06b</b></li> <li>I can spot patterns in pronunciation and use them to help me talk in the language I am learning <b>MLAN 2-07a,07b</b></li> </ul>	Revision of <b>personal information</b> through talking and listening to aid transition to reading and writing. 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 ? <b>Dans ma ville</b> il y a...	Qu'est-ce qu'il y a dans ton quartier? <b>Dans mon quartier</b> il y a les magasins, la bibliothèque, 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? <b>Pour les touristes dans mon quartier</b> il y a <b>Adjectival agreement</b> Tu es comment? <b>Je suis</b> ... grand(e), petit(e). J'ai les cheveux longs, courts, blondes rouges, noirs, bruns, bouclés, raides. J'ai les yeux marrons bleus, verts. Je porte les lunettes. Tu aimes...? J'aime / Je n'aime pas... <b>la nourriture</b> , le riz, le pain la viande, la salade, le poisson, les fruits, les oeufs, le fromage, les frites, le poulet, les légumes, les croissants. <b>Les boissons</b> , le jus, l'eau, le lait. Tu aimes? J'adore / Je déteste... <b>les loisirs</b> , le sport, le foot, le tennis, le vélo, l'athlétisme, danser écouter de la musique, aller au cinéma, les jeux vidéo, faire les courses lire les livres, naviguer sur Internet	Revise personal information, likes and dislikes, sports and pass-times. Research celebrity, sports personality to <b>create a profile in 3<sup>rd</sup> person</b> . 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 <b>Qu'est-ce que tu étudies? J'étudie</b> ... l'alphabétisation, les mathématiques, la science, le Français, l'histoire, la géographie, les arts plastique
<b>Reading</b>			
<ul style="list-style-type: none"> <li>I can recognise different features of written text <b>MLAN 2-08a,08b,09a,09b</b></li> <li>I can read and show understanding of simple texts (using words, pictures) <b>MLAN 2-08b</b></li> </ul>	Recap and introduce simple reading comprehension: Comment t'appelles-tu? Je m'appelle. Ça va? Oui ça va, Comme 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.
<b>Knowledge about language</b>			
<ul style="list-style-type: none"> <li>I can use a bilingual dictionary with support <b>MLAN 2-11a</b></li> <li>I can make connections between and experiment with English and the language I am learning, looking for spelling patterns, language features and meanings <b>MLAN 2-11b,11c,11d</b></li> </ul>		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. <b>Remember when finding nouns to ALWAYS INCLUDE THE ARTICLE, le, la, les, un, une, des!</b>	
<b>Writing</b>			
<ul style="list-style-type: none"> <li>I am becoming more confident to write about myself <b>MLAN 2-13,13a,13b</b></li> <li>I am becoming more confident with my writing and can check for accuracy <b>MLAN 2-14a</b></li> </ul>	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**

Glasgow 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**