Languages: Progression Guidance for Gaelic (Learners) DRAFT

November 2026

Version 1.0

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Introduction

This guidance supports practitioners to interpret and apply the Languages Know-Do-Understand (KDU) Framework and sets out the progression in knowledge, skills and understanding from Early to Fourth Level in Gaelic (Learners).

Learning a language involves both understanding language and using it to communicate. The framework is organised around two complementary aspects of language learning:

- **Receptive language** – what learners **recognise** or **understand** through listening, reading and viewing.
- **Productive language** – what learners communicate through talking, writing and other forms of **use**.

Learners will often understand more than they can use themselves. They may recognise vocabulary, patterns and structures in listening and reading before they are ready to use them when talking or writing. The guidance reflects this difference throughout the progression.

The examples show what expectations within the KDU Framework may look like in Gaelic. They illustrate the vocabulary, sentence patterns and grammatical features learners may encounter and use at different levels. They are not intended to prescribe particular topics, contexts or sequences of learning.

Progression in Gaelic is cumulative. Language encountered at an earlier level remains part of later learning and can be revisited, extended and used in new contexts. Learners will not necessarily demonstrate every feature described at a level at the same time. Practitioners should use professional judgement, drawing on evidence of learning over time and taking account of learners' prior experiences and starting points.

Using this guidance

This guidance is organised from Early to Fourth Level. At each level, it provides examples of the language that learners may understand and use, followed by a grammar progression which shows how features of Gaelic may develop across the levels. This accompanying progression guidance complements the Languages KDU Framework by:

- illustrating the characteristics of language progression in Gaelic
- exemplifying possible grammar progression in Gaelic.

At each level, the guidance includes:

- an overview of the characteristics of language at that stage
- language exemplification showing the language resource that Gaelic learners are likely to recognise, understand and use
- exemplification of the types of grammatical knowledge in Gaelic that learners are likely to recognise, understand and use.

The terms *Words and Short Phrases*, *Words and Phrases*, *Basic Language*, *Simple Language* and *Straightforward Language* reflect the language used in the KDU Framework. They describe progression in the language that learners understand and use rather than fixed measures of sentence length or grammatical complexity. The guidance explains what these terms may look like in Gaelic at each level.

The grammar progression distinguishes between features learners may **recognise** or **understand** (receptive language) and those they may **use** (productive language). Learners may understand grammatical features before they are ready to use them themselves. A feature appearing in the *Understand* column does not mean that learners need to know its grammatical name or explain how it works.

The grammar tables are not intended as a syllabus or checklist to be taught in order. They help practitioners identify how familiar features of Gaelic can develop over time and support decisions about appropriate next steps. Language should be encountered and used for meaningful purposes, with grammatical understanding developing through engagement with Gaelic.

Level of Language – Descriptors

The level of language used in the KDU Framework develops from *Words and Short Phrases* at Early Level to *Straightforward Language* at Fourth Level. These descriptors apply across receptive and productive language and should be considered in relation to the context and purpose for which the language is being used. They are intended to support a shared understanding of progression, with the focus on increasing range, flexibility and accuracy, and not the length or grammatical complexity of learners' language.

Level	Descriptor	Definition
Early	Words and Short Phrases	*Words and Short Phrases* describes highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences.
First	Words and Phrases	*Words and Phrases* describes highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation.
Second	Basic Language	*Basic Language* describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail.
Third	Simple Language	*Simple Language* describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence.
Fourth	Straightforward Language	*Straightforward Language* describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns.

Progression in Gaelic (Learners)

Progression in Gaelic involves more than learning additional vocabulary or grammatical features. As learners progress, they draw on a growing repertoire of language and become increasingly able to select, combine and adapt what they know to communicate their own meaning.

Progression may be seen as learners being increasingly able to:

- understand a wider range of spoken and written Gaelic
- communicate developed and connected ideas
- draw on language encountered previously in new contexts
- make choices about the vocabulary and structures they use
- rely less on modelling and scaffolding for familiar language
- use familiar language with flexibility and accuracy.

These aspects will not always develop at the same rate. A learner is likely to understand language that is more developed than they can produce independently.

An example of progression in Gaelic (Learners)

Level	Expressing a view or preference
Early	Learners may join in with or use a familiar expression such as *glè mhath!* within a modelled activity.
First	Learners may reuse familiar patterns such as *Is toil leam ball-coise. Cha toil leam ceòl.*
Second	Learners begin to change and combine familiar language: *Is toil leam teanas, ach cha toil leam rugbaidh.*
Third	Learners add detail and link related ideas: *Is toil leam Gàidhlig agus Ealain, ach tha mi coma mu Mhatamataig. Tha Gàidhlig inntinneach.*
Fourth	Learners develop ideas and give reasons using a wider range of familiar language: *Is toil leam a bhith ag ionnsachadh Gàidhlig, oir tha i inntinneach. Tha mi a' smaoineachadh gu bheil bruidhinn cudromach, oir 's urrainn dhut bruidhinn ri daoine eile.*

This example illustrates one possible progression rather than a prescribed sequence. The language that learners use will depend on the context, their prior learning and the support available.

Understanding People, Places and Cultures in Gaelic

Learning about people, places and cultures is an important part of learning Gaelic. Cultural learning should be integrated naturally into language learning and provide contexts through which learners develop their understanding of *Identity and Belonging*, *Perspectives and Worldviews*, and *Cultures and Traditions*.

Gaelic is used across different places, regions and communities. Cultural learning should reflect this diversity and avoid presenting a single or stereotypical view of Gaelic-speaking people or places. Learners should encounter contemporary experiences and perspectives alongside traditions and aspects of the past.

Learners can encounter Gaelic through everyday life, stories, songs, media and contemporary contexts, developing their understanding of how language connects with identity, place and experience.

The contexts below are illustrative rather than exhaustive. Practitioners can select contexts that are appropriate for their learners and use them to develop cultural understanding alongside the Gaelic that learners understand and use. The same context can be revisited at different levels as learners develop their language and explore ideas in greater depth.

Context	Possible examples
Celebrations and traditions	• local and community celebrations and traditions • seasonal traditions • Gaelic music, song and dance traditions • storytelling and oral traditions • traditions associated with different Gaelic communities.
Daily life	• family life • school life and the school day • daily routines • food and mealtimes • hobbies, sport and leisure • similarities and differences in everyday experiences across Gaelic-speaking communities.
People and communities	• children and young people in Gaelic-speaking communities • multilingual people and communities • contemporary and historical figures • different identities, experiences and viewpoints within communities.
Places	• places and regions where Gaelic is used • place names • island, rural and urban communities • towns, villages and other communities • landscapes, landmarks and places of interest • connections between Gaelic, place and identity.

Using cultural contexts across the progression

The cultural context does not determine the level of language. A familiar context can be explored at more than one level while the Gaelic learners understand and use continues to develop.

For example, learners might first encounter a celebration through songs, images or stories. As their learning develops, they might describe what people do, compare experiences or explore how a tradition varies between places and communities. Later, the same context might provide opportunities to consider identity, different perspectives, diversity and change.

Cultural contexts should reflect contemporary Gaelic language and communities alongside cultures and traditions. They should provide opportunities for learners to recognise diversity within and across Gaelic-speaking communities and avoid presenting Gaelic language and culture as a single or fixed experience.

Cultural understanding should not be limited by the Gaelic learners can produce. Where appropriate, discussion in the language of instruction can support learners to explore ideas and perspectives that go beyond the Gaelic they can use.

The suggested contexts are not intended to become a checklist of cultural knowledge. Practitioners can make professional judgements about the people, places, communities and experiences that provide meaningful contexts for their learners. The focus should remain on developing learners' understanding of the diversity of Gaelic-speaking communities while continuing to develop their language knowledge and skills.

Early Level

Language Progression

The examples below illustrate the Gaelic that learners may recognise or understand and use at this level.

Early Level – Words and Short Phrases	
Words and Short Phrases describes highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Halò!* *Madainn mhath!* *Suidh sìos.* *Coimhead air.* *ubhal* *banana* *uisge* *bainne* *A bheil thu/sibh ag iarraidh uisge?* *Seo dhut.* *Tapadh leat/Tapadh leibh*	Learners may **use** language such as: *Halò!* *ubhal* *uisge* *Tapadh leat/Tapadh leibh* *Tha.* *Chan eil*
Comments/Guidance	
At this stage, regular opportunities to hear and take part in Gaelic are created through play, songs, stories, games, routines and interaction.. Learners develop familiarity with its sounds, rhythms and patterns through repeated experiences in familiar contexts. Experiences are mainly adult-initiated and modelled, with meaning supported through gesture, actions, objects, images and familiar contexts. Understanding may be shown through an action, gesture, facial expression, selecting, matching or pointing. A spoken response is not always required.	

At Early Level, progress may be seen in learners recognising familiar Gaelic more readily, responding appropriately and beginning to join in without always needing an immediate prompt. Talking develops from participation and imitation rather than from an expectation that learners construct language independently.

There is no expectation that learners know grammatical terminology or can explain the patterns they encounter. Grammar is experienced through the language itself.

Suggested contexts for learning

At Early Level, contexts should provide regular opportunities for learners to hear, recognise and join in with familiar Gaelic. A small number of contexts allows language to be revisited frequently through routines, songs, games, stories and interaction.

Suggested contexts can include:

- greetings
- self: name and age
- classroom instructions
- colours
- numbers to 10
- days of the week.

These contexts are illustrative rather than exhaustive. Contexts encountered at earlier levels can continue to be used where they allow learners to develop their language further. Progression should be seen in the Gaelic learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

At Early Level, learners encounter grammatical patterns through familiar words and short phrases rather than through explicit grammar teaching. They begin to recognise recurring features of Gaelic through repeated exposure and may reproduce some familiar language through modelling. There is no expectation that learners understand or apply grammatical rules at this stage.

Grammatical feature	EARLY Words and Short Phrases	
	Understand	**Use**
Nouns and articles	Recognise familiar nouns for people, animals, food and objects, e.g. *cù, cat, ubhal, uisge, leabhar.*	Use or repeat familiar nouns when modelled, e.g. *cù, bainne, peann.* May repeat familiar phrases as whole units.
Pronouns	*mi, thu* and *sibh* within highly familiar language, e.g. *Tha mi… Ciamar a tha thu?*	*mi* within some learned phrases, e.g. *Tha mi gu math*.
Adjectives and comparison	Familiar descriptive words supported by context, e.g. *mòr, beag, dearg, gorm*	Use or repeat some familiar descriptive words.
Verbs	Highly familiar phrases containing *tha* and routine *A bheil…?* questions through context, e.g. *Tha mi gu math. A bheil thu…?*	Use or complete learned *Tha mi…* phrases and give familiar responses. Join in with or repeat familiar action language. Join in with familiar language and actions. May use *chan eil* as a learned response. Join in with familiar actions. No grammatical production is expected.

Questions	Familiar actions through routines, songs, stories and gesture.	Respond through an action, word or learned response, e.g. *Tha. Chan eil. Math.*
Prepositions and prepositional pronouns	Familiar location language through gesture and context, e.g. *an seo, an sin.* Highly familiar phrases about having something through context. Whole familiar expressions through context, e.g. *Tha an t-acras orm.*	Familiar location words or learned short phrases. Repeat familiar expressions as whole chunks.
Sentence patterns and word order	Highly familiar whole phrases through context and routine, e.g. *Tha mi gu math*.	Repeat or complete familiar words and short phrases.
Opinions and preferences	Some familiar expressions of preference through context.	Indicate a simple preference using a word or learned short phrase.
Initial changes and lenition	Encounter familiar words in different forms naturally through songs, stories and routines.	Repeat familiar forms as heard without needing to understand why they have changed.

First Level

Language Progression

The examples below illustrate the Gaelic that learners may recognise or understand and use at this level.

First Level – Words and Short Phrases	
Words and Phrases describes highly familiar vocabulary and sentence patterns which recur frequently. A single idea is usually expressed in highly familiar contexts, and communication follows predictable patterns with little variation.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Tha an t-uisge ann an-diugh. Tha i fuar. Càit a bheil do chòta? Seo do chòta gorm. Cuir ort do chòta agus do bhròga̱n.*	Learners may **use** language such as: *Tha i fuar.* *Tha an t-uisge ann.* *Seo mo chòta.* *Tha e dearg.*
Comments/Guidance	
At First Level, learners build on the familiar Gaelic they have already encountered through regular opportunities to listen, read, respond and interact. Modelling and repetition continue to support learning as learners begin to communicate using familiar language. Experiences of spoken and written Gaelic come through adult-initiated activities such as songs, stories, games, conversations, routines and texts.	

Learners demonstrate progression by recognising and responding to a growing range of familiar language. They begin to reuse familiar patterns and make small changes to learned phrases, for example by substituting familiar vocabulary to communicate an idea.

Learners begin to use familiar language with increasing independence and confidence where there are opportunities to participate, respond and interact with others. Learners also begin to recognise familiar written words and short phrases as their literacy skills develop.

The emphasis is on successful communication. Learners are not expected to apply grammatical rules independently at this stage.

Suggested contexts for learning

At First Level, familiar contexts provide opportunities for learners to extend the Gaelic they understand and begin to use words and phrases themselves. Contexts can be revisited regularly so that learners can reuse familiar patterns and make small changes using known vocabulary.

Suggested contexts can include:

- numbers to 50
- months and dates
- classroom language
- family and pets
- where you live
- feelings
- body parts
- weather

These contexts are illustrative rather than exhaustive. Practitioners can revisit contexts from Early Level and introduce others that allow learners to extend the range of familiar Gaelic they understand and use.

Grammar Progression

At First Level, learners continue to encounter grammar mainly through familiar words, phrases and learned patterns. They begin to notice some recurring features of Gaelic and reproduce familiar structures, but are not expected to apply grammatical rules independently. Receptive understanding will often be broader than the language learners can use themselves.

Grammatical feature	FIRST Words and phrases	
	Understand	**Use**
Nouns and articles	Recognise an increasing range of familiar nouns and some frequently encountered plural forms. Recognise familiar article + noun combinations, e.g. *an sgoil, an taigh*.	Familiar nouns in learned phrases and substitute them within known patterns, e.g. *Seo cù. Seo cat. Tha peann agam.* Some familiar combinations as learned patterns.
Pronouns	*mi, thu, e, i, sibh* within familiar language, e.g. *Tha e mòr. Tha i toilichte.*	Familiar pronouns within learned and modelled phrases.
Possessive adjectives	Familiar *mo* and *do* within learned phrases, e.g. *mo chòta*, *do chòta*.	*mo* and *do* within familiar learned and modelled phrases.
Adjectives and comparison	Familiar descriptions, e.g. *cù mòr, cat beag*, and phrases such as *Tha e gorm.*	Familiar descriptive language within learned and modelled phrases.
Verbs	Familiar *tha, chan eil, a bheil?* patterns, e.g. *Tha i fuar. Chan eil e mòr. A bheil thu sgìth?* Familiar phrases such as *Tha mi a' cluich* and *Tha mi ag ithe* as whole patterns. Some familiar verbs within learned phrases, stories and instructions.	*tha* and *chan eil* within familiar phrases, e.g. *Tha mi toilichte. Chan eil mi sgìth.* A small repertoire of learned action phrases. Some familiar verb-containing phrases as learned language.

	Recognise familiar *tha/chan eil* contrasts. An increasing repertoire of familiar instructions with decreasing reliance on gesture.	*chan eil* in familiar learned patterns, e.g. *Chan eil mi sgìth.* May repeat or use some familiar instructions during games, play and routines.
Time	Familiar language about what is happening now and some learned expressions referring to another time.	Communicate mainly about the present. Some learned expressions may refer to past or future events.
Questions	Familiar questions, e.g. *Dè tha seo? Cò tha seo? Ciamar a tha thu?*	Ask or repeat some familiar questions and give learned or modelled responses.
Prepositions and prepositional pronouns	Familiar location phrases, e.g. *anns an sgoil, aig an taigh.* Familiar *Tha … agam* phrases, e.g. *Tha cù agam. Tha peann agam.* Familiar expressions such as *Tha an t-acras orm* and *Tha am pathadh orm.*	Some familiar location phrases as whole learned patterns. Substitute familiar vocabulary within the learned pattern, e.g. *Tha cat agam. Tha bràthair agam*. Use a small number of learned expressions relating to themselves.
Sentence patterns and word order	Recognise recurring familiar patterns such as *Tha mi… Seo… Is toil leam…*	Reuse known patterns and substitute familiar vocabulary, e.g. *Tha mi sgìth. Seo mo chòta.*
Connectives	Familiar ideas linked by *agus*.	Join familiar words and phrases using *agus*, e.g. *cù agus cat; mòr agus dearg.*
Opinions and preferences	Familiar phrases expressing likes and dislikes.	Familiar learned expressions, e.g. *Is toil leam ceòl. Cha toil leam iasg.*
Initial changes and lenition	Recognise a familiar word when its beginning sounds or looks different within a known phrase, e.g. *mo bhràthair*	Reproduce some familiar changed forms as part of learned language.

Second Level

Language Progression

The examples below illustrate the Gaelic that learners may recognise or understand and use at this level.

Second Level – Basic Language	
Basic Language describes familiar high-frequency vocabulary and sentence patterns to communicate information, preferences and ideas. Words, phrases and familiar patterns may be changed and combined in different contexts. Sentences usually express one main idea and may have some supporting detail.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Tha mi a' fuireach ann am baile beag faisg air Glaschu. Tha pàirc, bùthan agus sgoil anns a' bhaile. Is toil leam a' phàirc oir bidh mi a' cluich ball-coise an sin còmhla ri mo charaidean. Disathairne chaidh mi dhan phàirc agus bha tòrr dhaoine ann.*	Learners may **use** language such as: *Tha mi a' fuireach ann an Glaschu. Tha pàirc agus bùthan ann. Is toil leam ball-coise. Tha e sporsail agus math.*
Comments/Guidance	
At Second Level, learners build on familiar Gaelic and begin to make more choices about the language they use. They draw on language they already know to communicate information, preferences and ideas across familiar contexts. They begin to change and combine familiar language, rather than relying only on fixed or memorised phrases. Learners should experience Gaelic through listening, talking, reading and writing across a range of familiar contexts. They should have frequent opportunities to interact with others, ask and answer questions, exchange information, describe experiences and express preferences using	

familiar basic language. Regular opportunities for learners to make choices, adapt familiar basic language and communicate for a range of purposes help to develop independence and confidence. Models, sentence starters and other supports remain useful, particularly when new language is introduced.

At Second Level, learners demonstrate progression by beginning to change and combine familiar Gaelic. They may use prior learning of sentence patterns with different vocabulary, link familiar ideas and draw on language learned previously when responding to questions or sharing information.

Learners may communicate successfully while accuracy in pronunciation and grammar will vary. The emphasis remains on successful communication, while encouraging increasing accuracy and confidence in the use of Gaelic.

Suggested contexts for learning

At Second Level, contexts should provide opportunities for learners to use basic Gaelic for a wider range of purposes. Learners can draw on familiar vocabulary and sentence patterns to give information, express preferences and simple ideas, ask and answer questions, and begin to change and combine language they already know.

Suggested contexts can include:

- numbers to 100
- calendar and birthdays
- telling the time
- food and drink
- sports and hobbies
- physical description, for example hair and eyes
- clothes
- illness and body parts
- seasons
- countries and compass points

These contexts are illustrative rather than exhaustive. Contexts encountered at earlier levels can continue to be used where they allow learners to develop their language further. Progression should be seen in the Gaelic learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

At Second Level, learners begin to recognise recurring grammatical patterns within basic language and use some familiar patterns with developing accuracy. Grammatical features may still be learned and used as whole phrases before learners understand how they work. The emphasis remains on using familiar language successfully rather than applying grammatical rules systematically.

Grammatical feature	SECOND Basic Language	
	Understand	**Use**
Nouns and articles	Familiar singular nouns and frequently encountered plural forms, e.g. *cù/coin, caraid/caraidean.* Notice that the form of familiar nouns can change. Notice that familiar nouns occur with different forms of the article and that the beginning of a familiar noun can sometimes change.	Familiar singular nouns and some common plural forms when adapting known language, e.g. *Tha mo charaidean anns an sgoil.* Reproduce common article + noun combinations when adapting familiar models, e.g. *anns an sgoil, anns a' bhaile*.
Pronouns	Recognise common personal pronouns and understand who they refer to, including some familiar plural forms.	Select familiar pronouns to communicate about themselves and others, e.g. *Tha mi anns an sgoil. Tha e anns a' phàirc. Tha i a' leughadh.*
Possessive adjectives	Recognise familiar possessive adjectives, including *mo* and *do,* within basic language.	Familiar *mo* and *do* forms when adapting known language, e.g. *mo charaidean*.
Adjectives and comparison	Recognise recurring noun + adjective patterns and notice that familiar adjectives can sometimes look or sound different, e.g. *madainn mhath, feasgar math*	Adapt familiar descriptions, e.g. *cù mòr*, *taigh beag*, *càr dearg*. Changes may still be reproduced from familiar models.
Verbs	Recognise familiar *tha/chan eil/a bheil?* and understand some familiar *bha/cha robh* and *bidh*	Adapt familiar present patterns independently. Some familiar expressions referring to another time may be used as learned or modelled language.

	forms through context, e.g. *Bha mi aig an taigh. Bidh mi a' cluich ball-coise*. Notice recurring patterns, e.g. *Tha e a' ruith. Tha i ag ithe. Tha iad a' cluich.* Recognise some frequently encountered verbs in basic language and understand their meaning from familiar contexts. Notice that familiar verbs can occur in different forms. *chan eil* across basic language and recognise some familiar past negative language such as *cha robh*. Recognise familiar instructions across different known contexts.	Substitute familiar actions into known patterns, e.g. *Tha mi a' leughadh. Tha mi ag òl. Tha mi a' coimhead telebhisean.* A limited number of familiar verb-containing expressions, supported by models. Familiar *chan eil* patterns independently. Some other negatives may occur within learned expressions. Give some familiar instructions using learned or modelled forms.
Time	Basic language refers to now, something that has happened or something that will happen when supported by context, familiar forms and time expressions.	Begin to communicate simple past or future meaning through familiar learned or modelled patterns. No control of a tense system is expected.
Questions	Common question words such as *cò, dè, càite, ciamar.*	Adapt familiar question patterns, e.g. *Càit a bheil thu a' fuireach? Dè an t-ainm a th' ort? A bheil peata agad?*
Prepositions and prepositional pronouns	Recognise common prepositions such as *ann an, aig, air* in basic language. Recognise *agam/agad* and understand who has something, e.g. *Tha cù agam. A bheil peata agad?*	Adapt familiar patterns, e.g. *Tha mi a' fuireach ann an Glaschu. Tha mi anns an sgoil. Tha am peann air a' bhòrd.*

	Recognise some recurring forms within highly familiar expressions about feelings, preferences and needs, e.g. *orm, ort, leam, leat.*	Adapt familiar *agam/agad* patterns, e.g. *Tha piuthar agam. A bheil bràthair agad*? Adapt a limited number of highly familiar expressions, e.g. *Tha an t-acras orm. Is toil leam ceòl.*
Sentence patterns and word order	Notice recurring ways in which basic Gaelic sentences are organised, e.g. *Tha mi a' fuireach… Tha … agam. Is toil leam…*	Build basic sentences by selecting and adapting known models to communicate their own ideas.
Connectives	Two or three familiar ideas linked using common connectives.	Link two or three basic ideas using familiar language, e.g. *Tha pàirc agus bùthan anns a' bhaile.*
Opinions and preferences	Recognise recurring patterns such as *Is toil leam…* and understand familiar opinions and feelings.	Adapt familiar patterns to express likes, dislikes and basic opinions, e.g. *Is toil leam ball-coise.*
Initial changes and lenition	Notice that the beginning of some familiar words changes in recurring phrases and recognise that the core meaning remains the same.	Reproduce some common changes within familiar patterns. Inconsistency is expected.

Third Level

Language Progression

The examples below illustrate the Gaelic that learners may recognise or understand and use at this level.

Third Level – Simple Language	
Simple Language describes familiar vocabulary and mainly simple sentence patterns to communicate meaning. Ideas may be linked and developed by adding information or detail using conjunctions. Structure remains predictable with one or two ideas expressed per sentence.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Disathairne chaidh mi gu cuirm-chiùil ann an Tiriodh còmhla ri mo charaidean. Bha tòrr dhaoine ann agus bha an ceòl glè mhath. Chluich dà chòmhlan aig a' chuirm. Chòrd an dàrna còmhlan rium gu mòr oir bha na h-òrain aca math. Bha mi sgìth aig deireadh na h-oidhche, ach bha deagh thuras agam.*	Learners may **use** language such as: *Disathairne bha mi aig cuirm-chiùil ann an Tiriodh còmhla ri mo charaidean. Bha tòrr dhaoine ann agus bha an ceòl math. Chòrd a' chuirm rium oir bha i spòrsail. Bha deagh thuras agam.*
Comments/Guidance	
At Third Level, learners understand and use a broader range of Gaelic across familiar contexts. They draw on language learned previously to give more detailed responses, link ideas and express themselves in different ways. Learners should have regular opportunities to communicate in Gaelic across a range of familiar contexts and for different purposes. Learners may still use sentence starters, model texts and other supports when encountering new language. As familiar language becomes established, they should have opportunities to choose vocabulary, change familiar sentence patterns and combine what they know to express their own	

ideas. They should engage in a range of listening, talking, reading and writing activities that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

At Third Level, learners demonstrate progression by revisiting and extending previously encountered vocabulary, sentence patterns and grammatical features. They draw on prior learning to understand new language, make connections between language they already know and adapt familiar vocabulary and sentence patterns to communicate their own ideas.

The emphasis should remain on developing confidence, fluency and successful communication. Accuracy may continue to vary, but learners begin to develop awareness, independence and self-regulation in this aspect. Learners may, for example, communicate successfully while making errors with verb forms, articles or word order.

Grammar Progression

At Third Level, learners recognise an increasing range of grammatical patterns in simple language and begin to select and adapt familiar forms with greater independence. Some structures may be understood before they become productive expectations, and accuracy will continue to develop. Learners are not expected to demonstrate systematic control of all the grammatical features they encounter.

Grammatical feature	THIRD Simple Language	
	Understand	**Use**
Nouns and articles	Recognise singular and plural forms across a growing range of familiar vocabulary and notice some recurring patterns. Recognise recurring article patterns and begin to associate some changes to familiar nouns with these patterns.	Use familiar singular and plural nouns independently, e.g. *Tha tòrr dhaoine ann. Tha mo charaidean a' cluich ball-coise*, with developing accuracy. Use an increasing range of familiar article + noun combinations, e.g. *aig an taigh, anns a' phàirc*, with developing accuracy.
Pronouns	An increasing range of singular and plural personal pronouns, including *sinn, sibh, iad,* in connected simple language.	An increasing range of familiar personal pronouns when communicating about themselves and others.
Possessive adjectives	Recognise a wider range of familiar possessive adjectives, including *a*, and *a* + lenition, and understand who or what they refer to in context. Recognise familiar changes to the following noun.	Familiar possessive adjectives such as mo, do and a when selecting and adapting simple language with developing accuracy.
Adjectives and comparison	Begin to recognise that the form of an adjective can sometimes be affected by the gender and number of the noun it describes, e.g. *balach còir, sùil ghorm, sùilean gorma*	Familiar adjectives to describe people, places and things, reproducing some familiar adjective forms with developing accuracy. Use some familiar learned comparative expressions where relevant. No systematic control is expected.

	Recognise some familiar comparisons in simple language where meaning is clear from context.	
Verbs	Common present and past forms of *bi* and recognise familiar future forms, e.g. *Bha tòrr dhaoine ann. Cha robh an aimsir math. Bidh mi ann a-màireach.* Recognise *a'/ag* + verbal noun as a recurring pattern with an increasing range of familiar actions and in familiar past contexts. Recognise some frequently encountered past forms in familiar contexts, e.g. *chaidh, rinn, chunnaic, chluich, dh'ith, choimhead* Recognise common negative forms in familiar present and past language. Recognise some recurring imperative forms in familiar verbs.	Familiar *tha/chan eil* and *bha/cha robh* patterns, e.g. *Bha mi aig cuirm-chiùil. Cha robh e daor.* Some familiar *bidh* patterns may also be used. Build sentences using familiar verbal nouns, e.g. *Tha mi a' cluich ball-coise. Bha mi a' coimhead telebhisean.* A small number of highly familiar verb forms within learned and adapted patterns. Broad control of verb formation is not expected. *chan eil* and familiar *cha robh* patterns with increasing independence. Familiar commands and instructions independently in appropriate contexts.
Time	Distinguish familiar present, past and future meaning in simple language and begin to associate these meanings with recurring patterns.	Use familiar structures to communicate across more than one time frame, with developing control.
Questions	A wider range of familiar questions, including some questions relating to experiences and different times.	Ask familiar questions increasingly independently and use some follow-up questions, e.g. *Dè as toil leat? An toil leat ceòl? Carson?*
Prepositions and prepositional pronouns	Common prepositions across a growing range of familiar contexts.	Select familiar prepositions to communicate familiar relationships such as location and movement, e.g. *Bha mi aig an taigh. Bha sinn anns a' phàirc.*

	Recognise frequently occurring forms such as *agam, agad, aige, aice* and understand who is being referred to. Begin to recognise relationships between familiar forms, e.g. *orm/ort, leam/leat,* and encounter some forms referring to other people.	*agam/agad* increasingly independently and some other familiar forms where needed or modelled. A limited range of familiar forms in known contexts to communicate feelings, needs and preferences.
Sentence patterns and word order	Recognise how familiar sentence elements and patterns combine in simple connected language and notice some differences between Gaelic and other languages learners know.	Construct familiar sentence types increasingly independently and combine them to create simple connected language.
Connectives	Simple connected language containing familiar reasons and contrasts.	Link sentences and give simple reasons using familiar *agus, ach, oir,* e.g. *Bha mi sgìth ach bha deagh thuras agam.*
Opinions and preferences	Familiar opinions, preferences and simple supporting reasons, e.g. *Chòrd an còmhlan rium oir bha na h-òrain aca math.*	Express an opinion or preference and give a simple reason, e.g. *Chòrd a' chuirm rium oir bha i spòrsail.*
Initial changes and lenition	Recognise some recurring contexts in which familiar nouns, adjectives and verbs change, for example gender and tense.	Begin to reproduce and apply some frequently encountered initial changes when adapting familiar patterns, with developing accuracy.

Fourth Level

Language Progression

The examples below illustrate the Gaelic that learners may recognise or understand and use at this level.

Fourth Level – Straightforward Language	
Straightforward Language describes a wider range of familiar vocabulary and sentence patterns across familiar contexts. Ideas are linked and developed to include opinions, viewpoints and reasons. Sentences may vary in length and detail, but language often follows formulaic patterns.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Tha mi a' fuireach ann an Geàrrloch. An deireadh-seachdain-sa chaidh bha fèis anns a' bhaile againn. Chaidh mi ann còmhla ri mo charaid agus chuidich sinn aig bùth a' bhìdh. Bha tòrr rudan ri dhèanamh agus bha an latha gu math trang. Chòrd e rium a bhith a' bruidhinn ri daoine agus bha an ceòl glè mhath cuideachd. Tha mi a' smaoineachadh gu bheil an fhèis math dhan bhaile oir bidh daoine a' tighinn còmhla. Bidh an fhèis ann a-rithist an-ath-bhliadhna agus bu toil leam cuideachadh a-rithist.*	Learners may **use** language such as: *An deireadh-seachdain-sa chaidh bha fèis anns a' bhaile agam. Bha mi ann còmhla ri mo charaid agus bha sinn a' cuideachadh aig bùth a' bhìdh. Bha an latha trang ach chòrd e rium. Bha an ceòl math agus bha tòrr dhaoine ann. Is toil leam an fhèis oir tha i math dhan bhaile. Bu toil leam a dhol ann a-rithist an-ath-bhliadhna.*
Comments/Guidance	
At Fourth Level, learners understand and use a wider range of Gaelic across familiar contexts. They draw on language learned previously to communicate in greater detail and express viewpoints and reasons.	

Learners may still use model texts, sentence starters and other supports when encountering new language. They should also have regular opportunities to decide what they want to communicate and choose from familiar vocabulary and sentence patterns to do this. They should engage in listening, talking, reading and writing activities across a range of familiar contexts and for different purposes that encourage them to explain ideas, express and justify opinions, describe experiences and respond to the views of others.

Progress is demonstrated as learners increasingly select, combine and adapt familiar vocabulary, sentence patterns and grammatical features to communicate their own ideas.

Learners take greater responsibility for ensuring accuracy, by checking language to maintain successful communication, using support appropriate to the level where required. Errors with verb forms, nouns and articles, and adjectives may still occur as learners use a wider range of Gaelic.

Grammar Progression

At Fourth Level, learners recognise grammatical patterns across a wider range of straightforward language and use familiar forms with increasing independence and flexibility. They begin to make more independent grammatical choices, while accuracy continues to develop. Receptive understanding may continue to extend beyond productive control.

Grammatical feature	FOURTH Straightforward Language	
	Understand	**Use**
Nouns and articles	A wider range of familiar noun forms and recognise that grammatical context can sometimes affect their form, e.g. *am baile, anns a' bhaile* Common article patterns and recognise some relationships between articles and changes to familiar nouns, e.g. *fidheall, an fhidheall*	Select familiar noun forms when producing straightforward connected language. Changes to noun forms may remain inconsistent. An increasing range of familiar article + noun combinations when producing straightforward language, with developing awareness of recurring patterns.
Pronouns	Follow pronoun reference across connected straightforward language.	Familiar personal pronouns with increasing flexibility when communicating about different people.
Possessive adjectives	A wider range of possessive adjectives in straightforward language, e.g. *ar caraidean, an òige, ur beachdan*	Select and use a range of familiar possessive adjectives and lenition, where appropriate, when producing straightforward language, e.g. *Chaidh mi ann còmhla ri mo charaid.*
Adjectives and comparison	A wider range of familiar descriptions and recognise some recurring adjective patterns. Understand common comparisons using familiar vocabulary and adjectives.	Combine familiar descriptive language with increasing flexibility. Changes to adjective forms may remain inconsistent. Make some straightforward comparisons by adapting familiar patterns. Systematic control of comparative and superlative forms is not expected.

Verbs	Recognise common affirmative, negative and question forms of *bi* across familiar present, past and future contexts. Familiar verbal-noun constructions across present, past and future contexts. An increasing range of familiar verb forms in statements, questions and negatives and begin to recognise recurring patterns, e.g. *Dh'fhosgail, am faca, cha deach* An increasing range of familiar negative forms across verbs and time references. An increasing range of instructions and recognise some recurring patterns in familiar imperative forms.	Familiar forms of *bi* across different time references, e.g. *Tha mi a' cuideachadh* *Bha mi a' cuideachadh* *Bidh mi a' cuideachadh*, with developing control. An increasing range of familiar verbal nouns across different contexts and time references, e.g. *Bha mi a' cuideachadh. Bidh sinn a' cluich còmhla*, with developing accuracy. An increasing range of familiar verb forms to communicate about experiences and events, adapting known patterns with developing accuracy. Begin to adapt known patterns to communicate negative meaning across more than one time frame. Systematic control of Gaelic negation is not expected. Begin to adapt familiar imperative patterns to give straightforward instructions, with developing accuracy.
Time	Straightforward language across familiar present, past and future contexts and recognise some recurring tense patterns.	Communicate about present circumstances, past experiences and familiar future plans using a growing repertoire. Systematic tense control is not expected.
Questions	Questions across familiar topics and time references, including forms such as *Càit an deach thu?* and *Dè nì thu?*	Adapt an increasing range of familiar question patterns and use follow-up questions to sustain short interactions.
Prepositions and prepositional pronouns	A growing range of familiar prepositional relationships and some changes that occur when words combine.	Combine familiar prepositional phrases within connected language with developing accuracy. Select

	An increasing range of familiar *aig, air, ri, le* + pronoun forms as a related pattern. Recognise some common prepositional-pronoun patterns and understand an increasing range of frequently encountered forms.	an increasing range of familiar forms according to who is being referred to, e.g. *agam, agad, aige, aice*. Wider systematic control is not expected. Select familiar forms across a wider range of contexts. Systematic control of complete paradigms is not expected.
Sentence patterns and word order	A growing range of sentence patterns in straightforward connected language and recognise how familiar structures can be adapted for different meanings, e.g. *Is, Bu*	Select, combine and adapt familiar sentence patterns to recount, describe and express viewpoints with increasing independence.
Connectives	Straightforward language in which ideas, opinions, reasons and contrasts are connected and developed.	Connect and organise several familiar ideas and support viewpoints with familiar reasons, using *agus, ach, oir* and other familiar linking language where appropriate.
Opinions and preferences	Viewpoints expressed through a somewhat wider range of familiar language, e.g. *Tha mi a' smaoineachadh gu bheil…*	Express and support familiar viewpoints using accessible patterns, e.g. *Is toil leam an fhèis oir tha i math dhan bhaile.*
Initial changes and lenition	Initial changes such as lenition are a recurring feature of Gaelic and recognise them across an increasing range of familiar structures.	Begin to apply some frequently encountered initial changes beyond learned phrases, with developing and variable accuracy.

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