Languages: Progression Guidance for Scots (Learners) DRAFT

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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 Scots (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 model may look like in Scots. 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 Scots 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.

Learners may come to Scots with very different experiences of the language. Some may already understand or use Scots in their family, community or everyday life, including learners who may not yet recognise the language they use as Scots. Others may have had less direct experience. Existing knowledge and use of Scots should be recognised as a linguistic resource on which further learning can build.

Learners may also encounter and use different local and regional varieties of Scots. Progression does not require learners to replace familiar forms with a prescribed variety. Exposure to different varieties can broaden understanding and develop awareness of how Scots varies, while learners continue to draw on their own or familiar varieties when communicating.

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 Scots may develop across the levels. This accompanying progression guidance complements the Languages KDU Framework by:

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

At each level, the guidance includes:

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

Learners may already understand or use some of the language and features illustrated at a particular level. Practitioners should build on what learners already know and use rather than assume a common starting point.

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 Scots (Learners)

Progression in Scots 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 Scots, including different varieties
- communicate developed and connected ideas using Scots
- draw on language encountered in new contexts
- make choices about the vocabulary and structures they use
- rely less on modelling and scaffolding for familiar language
- recognise and use familiar pronunciation, spelling and grammatical patterns with consistency

These aspects will not always develop at the same rate. A learner may understand a wider range of Scots than they use themselves or may already use Scots confidently in talking while continuing to develop their reading and writing.

For learners who already use Scots, progression may be demonstrated through greater breadth, increasing literacy, greater awareness of how Scots works and varies, and more deliberate language choices according to purpose, audience and context.

An example of progression in Scots (Learners)

Level	Expressing a view or preference
Early	Learners may join in with or use familiar Scots words and short expressions such as *aye, naw* or *ma dug* within a modelled activity.
First	Learners may reuse familiar patterns such as *A hae a dug. Ma dug is wee. A like ma dug.*
Second	Learners begin to select and adapt familiar language: *A like fitba, but A dinnae like rugby. A play fitba wi ma pals aw the time.*
Third	Learners select and combine familiar patterns to develop related ideas: *A like livin in ma toun because ma pals bide nearby. There's plenty tae dae, but A think we need mair places fir young folk like wirsels.*
Fourth	Learners increasingly develop and link ideas, making more independent language choices: *A think Scots is affa important because it's pairt o everyday life fir mony folk. The Scots people use can be different dependin on whaur they bide and wha thir talking tae.*

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 Scots

Learning about people, places and cultures is an important part of learning Scots. 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*.

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

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 Scots 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	• Christmas, Hogmanay and winter traditions, for example *Up Helly Aa* • St Andrews' Day and Burns Night • Easter and spring traditions • local and regional festivals and traditions • celebrations and traditions from different cultural 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 Scots-speaking communities
People and communities	• children and young people in Scots-speaking communities • multilingual people and communities • contemporary figures • historical figures where relevant • different identities, experiences and viewpoints within communities
Places	• regional varieties of Scots traditionally spoken in specific parts of Scotland • other places and communities where Scots is used • regions, cities, towns and rural areas • landscapes • landmarks, architecture and places of interest • regional identities, linguistic diversity and Scots as a minoritised language

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 German 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 understanding should not be limited by the German learners can produce. Where appropriate, discussion in the language of instruction can support learners to explore ideas and perspectives that go beyond the German 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 German-speaking communities while continuing to develop their language knowledge and skills.

Early Level

Language Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already understand or use Scots may draw on a wider range of familiar language.

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: *Awright?* *Aye.* *Naw.* *Wheesht.* *Haud on.* *wee* *dug* *bairn* *hoose* *ma dug* *a wee bairn* *Come here.* *Sit doon.* *Whaur's yer coat?*	Learners may **use** language such as: *Awright?* *Aye.* *Naw.* *ma dug* *a wee hoose* *Ma turn.* *A'm here.* *A'm cauld.*
Comments/Guidance	
At this stage, regular opportunities to hear and take part in Scots are important. Learners develop familiarity with its sounds, rhythms and patterns through repeated experiences in familiar contexts.	

Progress may be seen in learners recognising familiar Scots more readily, responding appropriately and beginning to join in without always needing an immediate prompt. Talking develops through participation and imitation rather than from an expectation that learners create 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 Scots. A small number of contexts allows language to be revisited frequently through routines, songs, games, stories and interaction.

Suggested contexts can include:

- our classroom and routines
- ourselves and feelings
- animals
- colours
- numbers to 10

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 Scots learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

At Early Level, learners encounter grammatical and linguistic patterns through familiar words and short phrases. They begin to recognise recurring features of Scots 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 plurals	Recognise familiar nouns and some familiar singular and plural forms in highly familiar language, e.g. *dug, dugs, bairn, bairns, hoose*.	Familiar nouns and some familiar plural forms when modelled, e.g. *dug, dugs, ma pals*.
Adjectives	Familiar descriptive words supported by context, e.g. *wee, muckle, braw, cauld*.	Join in with or use familiar descriptive words within modelled language, e.g. *wee, braw, a wee dug*.
Personal pronouns and possessives	Highly familiar personal and possessive forms through context, e.g. *A, ye, ma, yer*: *A'm here. Ma dug. Are ye ready?*	May use highly familiar forms within learned or modelled expressions, e.g. *A'm cauld. Ma dug. Yer turn.*
Questions	A small number of routine questions through context and familiar patterns, e.g. *Whaur's…? Whit's that? Are ye ready?*	Respond to highly familiar questions using a word, short phrase, gesture or other familiar response.
Verbs	Familiar actions through songs, routines, stories and gesture, e.g. *rin, jump, sit, come*. Highly familiar recurring expressions such as *A'm…* through context. Understand familiar instructions supported by gesture and routine, e.g. *Come here. Sit doon. Haud on.*	Join in with or repeat familiar action language and highly familiar verb expressions, e.g. *A'm here. A'm cauld.*

Negation	Familiar negative responses such as *naw* and *no* through context.	*naw* or *no* as a familiar response.
Pronunciation and sound patterns	Recognise familiar Scots sounds and rhythms through songs, rhymes, stories, routines and repeated language.	Join in with and imitate familiar Scots sounds in known words and expressions.
Fixed and idiomatic expressions	Familiar Scots greetings, responses and routine expressions through context, e.g. *Awright? Aye. Naw. Wheesht. Haud on.*	Join in with or use familiar expressions in predictable contexts, e.g. *Awright? Aye. Naw.*

First Level

Language Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already understand or use Scots may draw on a wider range of familiar language.

First Level – 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.	
Receptive	**Productive**
Learners may **recognise** or **understand** language such as: *Awright! Ma name's Jamie. A'm seven. A bide in a wee toun. A hae a dug. He's called Brodie. He's a wee, broon dug. A like playin wi ma dug. A like fitba an aw. A dinnae like the rain. Ma pal is called Isla. We play fitba thegither. A like ma schuil. See ye!*	Learners may **use** language such as: *Awright! Ma name's Jamie. A'm seven. A bide in a wee toun. A hae a dug. He's wee. A like ma dug. A like playin wi ma pals. A like fitba. A dinnae like rain. See ye!*
Comments/Guidance	
At First Level, learners continue to develop familiarity with Scots through regular opportunities to listen, read, talk and take part in familiar activities and interactions. Progress may be seen in learners recognising and using familiar Scots with increasing confidence and beginning to reuse familiar patterns in predictable contexts. Learners continue to benefit from modelling, repetition and familiar support.	

There is no expectation that learners know grammatical terminology or can explain the patterns they encounter. Learners who already use Scots may demonstrate progression by extending the range of contexts in which they understand and use familiar language.

Suggested contexts for learning

At First Level, familiar contexts provide opportunities for learners to extend the Scots 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:

- our classroom and routines
- family
- hobbies
- animals
- where you live
- ourselves and 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 Scots they understand and use.

Grammar Progression

At First Level, learners continue to encounter grammatical and linguistic features through familiar words, phrases and patterns. They begin to recognise recurring features of Scots and reproduce familiar structures, but are not expected to apply grammatical rules independently.

Learners who already use Scots may use a wider range of grammatical and linguistic features without necessarily being able to explain how they work.

Grammatical feature	FIRST Words and phrases	
	Understand	**Use**
Nouns and plurals	Recognise familiar nouns and common singular and plural forms in short texts and interactions, e.g. *dug/dugs, bairn/bairns, hoose/hooses, freend/freends*.	Familiar nouns and common plural forms in words, phrases and short familiar patterns, e.g. *twa dugs, ma freends, fower bairns or weans*.
Articles and determiners	Recognise familiar articles and determiners within common patterns, e.g. *a dug, the hoose, thon dug*.	Familiar articles and determiners within learned and modelled patterns, e.g. *a dug, the schuil, thon hoose*.
Adjectives	Familiar adjectives describing people, places, objects and feelings, including within short familiar patterns, e.g. *a wee dug, a braw day, the muckle hoose*.	Familiar adjectives within learned and modelled patterns to add simple description, e.g. *a wee dug, ma new bike, a braw day*.
Personal pronouns and possessives	Recognise familiar personal and possessive forms, e.g. *A, ye, he, she, we, they; ma, yer, his, her, oor, thir*.	A small range of familiar personal and possessive forms within learned and modelled language, e.g. *A like fitba. Ma dug is wee. Oor schuil is affa big.*
Questions	Familiar questions in predictable contexts, including common question words, e.g. *Wha? Whit? Whaur? Hou?*	Ask and respond to familiar questions using learned or modelled patterns, e.g. *Whit's yer name? Whaur dae ye bide?*
Verbs and time reference	Recognise familiar present-time verb forms and recurring verb patterns in short texts and interactions, e.g. *A like…, A hae…, A bide…, she disnae like…*.	Familiar verbs within learned and modelled present-time patterns, mainly to communicate about themselves and familiar people, e.g. *A like fitba. A hae a dug. A bide in…*

	Familiar instructions and commands through context, e.g. *Come here. Sit doon. Haud on.*	May use familiar instructions within routines and play.
Negation	Familiar negative forms in short phrases and patterns, including *nae, no* and *dinnae*, e.g. *A dinnae ken. It's no cauld. Nae bother.*	Familiar negative forms within learned or modelled patterns, e.g. *A dinnae like it. It's no big.*
Prepositions	Recognise common prepositions in familiar descriptions, instructions and routines, e.g. *in, oan, unner, wi*.	A small number of familiar prepositions within learned or modelled patterns, e.g. *in the hoose, wi ma pals*.
Connectives	Recognise familiar words which join simple information, particularly *an* and *but*.	*an* to join familiar words or short ideas within modelled language, e.g. *ma maw an ma da*.
Sentence structure	Recognise recurring patterns in familiar phrases and short sentences and notice that changing part of a pattern can change meaning, e.g. *A hae a dug, A hae a cat.*	Reuse and adapt familiar patterns by substituting words or phrases, e.g. *A like fitba, A like music; Ma dug is wee → Ma cat is wee.*
Pronunciation and sound patterns	Recognise recurring Scots sounds and sound patterns in familiar words and phrases, including sounds or pronunciations which may differ from English or between varieties of Scots.	Copy and reproduce familiar Scots sounds and rhythms in known words and phrases.
Spelling and variation	Recognise familiar written Scots words and begin to notice that Scots words may be written differently from their English equivalents and that some variation in spelling may occur.	Copy and use familiar written Scots words and expressions from models.
Fixed and idiomatic expressions	An increasing range of familiar Scots expressions in predictable contexts, e.g. *A dinnae ken, Haud on, Whit like?*	Familiar expressions within routines, play and short interactions, e.g. *A dinnae ken. Haud on.*
Register and language choice	Begin to recognise that people may use Scots differently depending on who they are talking to and where they are.	Familiar Scots within modelled and predictable contexts.

Second Level

Language Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already understand or use Scots may demonstrate progression through a broader range of language, developing literacy and increasing awareness of patterns and variation.

<table>
<tr><th colspan="2">Second Level – Basic Language</th></tr>
<tr><td colspan="2">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.</td></tr>
<tr><th>Receptive</th><th>Productive</th></tr>
<tr><td>Learners may recognise or understand language such as:

A’m in P7 so A‘m een o the biggest yins in ma schuil. Ma favourite subject is art cause A like drawin an makin things. A like PE an aw, but A dinnae like maths very much. At break time A usually blether wi ma pals or we play fitba ootside. Yesterday it wis rainin, so we stayed in. Efter schuil A wandered hame wi ma twa pals.</td><td>Learners may use language such as:

A‘m in P7 noo. Ma favourite subject is art because A like drawin. A like PE an aw, but A dinnae like maths. At break time A play fitba wi ma pals. Yesterday it wis rainin, so we stayed in an didna geen oot.</td></tr>
<tr><th colspan="2">Comments/Guidance</th></tr>
<tr><td colspan="2">At Second Level, learners should have regular opportunities to understand and use Scots across a range of familiar contexts. Modelling and scaffolding continue to support learning while learners begin to make increasing choices about the language they use.</td></tr>
</table>

Progress may be seen in learners selecting, combining and adapting familiar words, phrases and sentence patterns to communicate their own meaning with increasing independence. Support should be gradually reduced as learners become more confident in drawing on prior learning.

Learners who already use Scots may demonstrate progression through increasing literacy, a broader range of language and greater awareness of patterns and variation.

Suggested contexts for learning

At Second Level, contexts should provide opportunities for learners to use basic Scots 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:

- food and drink
- sports
- hobbies
- school and school subjects
- physical description, for example hair and eyes
- clothes
- illness and body parts
- my surroundings, including local traditions
- journeys and directions

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 Scots learners understand and use, rather than in moving through a fixed sequence of topics.

Grammar Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already use Scots may use some of these features confidently without being able to explain them. The emphasis remains on using familiar language successfully rather than applying grammatical rules systematically.

Grammatical feature	SECOND Basic Language	
	Understand	**Use**
Nouns and plurals	Recognise an increasing range of nouns and familiar plural patterns. Recognise some distinctive Scots plural forms where encountered, e.g. *ee/een, coo/kye*.	Familiar regular plurals and some frequently encountered distinctive Scots plural forms within basic language, e.g. *twa dugs, three bairns, ma een, fower weans*.
Adjectives	Recognise an increasing range of familiar Scots adjectives used to describe people, places, things, feelings and experiences, e.g. *wee, muckle, braw, bonnie, dreich, scunnered*.	Familiar adjectives to add description and express opinions or feelings, e.g. *Ma schuil is no that bonnie tae luik at. It wis a braw day. A'm scunnered.*
Articles and determiners	Recognise familiar articles and determiners and begin to notice characteristic Scots uses of *the*. Recognise familiar demonstratives such as *this, that, yon/thon, thae*.	Familiar articles and determiners within basic language, e.g. *the morn, ma schuil, oor hoose, thon dug*.
Personal pronouns and possessives	An increasing range of familiar personal and possessive forms, e.g. *A, ye, he, she, we, they; ma, yer/yir, his, her, oor, thir*. Recognise familiar variation where encountered.	Familiar personal and possessive forms within basic language, e.g. *A like art. She's ma pal. Oor schuil is near the park.*
Questions	An increasing range of familiar questions using forms such as *wha, whit, whaur, when, why* and *hou*.	Ask and answer familiar questions using basic language, e.g. *Whit dae ye like at schuil? Whaur dae ye bide? Why dae ye like it?*

Verbs and time reference	Recognise familiar present and past meanings and recurring Scots verb patterns. Recognise familiar *-in* forms and some frequently encountered past forms, including *gaed, cam, kent, thocht* and *bocht*, in context.	Familiar verb forms to communicate about routines, activities and experiences, e.g. *A walk tae schuil. A'm daein art. Yesterday A wis at the park.* Some familiar past forms as learned language without an expectation of systematic control.
Negation	Recognise common ways of expressing negatives using *no* and familiar *-na/-nae* forms, e.g. *A'm no tired. A cannae come. We didnae win.*	Familiar negative forms within basic language, e.g. *A dinnae like maths. It's no far. We didnae stay lang.*
Prepositions	An increasing range of familiar prepositions and prepositional phrases, e.g. *tae, fae, wi, unner, ower, oot o, intae*.	Familiar prepositions to communicate place, direction, movement and other familiar relationships, e.g. *wi ma pals, tae the schuil, oot o the hoose, up the toun*.
Connectives	Familiar linking features used to connect and organise basic ideas, e.g. *an, but, because*.	Link two or three basic ideas using familiar connectives, e.g. *A like art because A like drawin, but A dinnae like maths.*
Sentence structure	Recognise recurring Scots sentence patterns and understand that word order can affect meaning. Recognise familiar patterns which have been adapted to communicate different ideas.	Select and adapt familiar sentence patterns to express different ideas in familiar contexts, e.g. *A like art. A like music. A dinnae like maths.* Begin to organise two or three related ideas.
Word formation and diminutives	Begin to recognise recurring patterns in familiar Scots words, including familiar diminutive forms such as *lassie, laddie* and *beastie*.	Familiar forms already encountered, where appropriate, without an expectation of independently applying word-formation rules.
Pronunciation and sound patterns	Recognise recurring relationships between familiar Scots sounds and spellings, e.g. *ch* in *nicht, licht* and *oo* in *hoose, moose*. Recognise familiar pronunciation variation between speakers and varieties.	Familiar Scots pronunciation and sound patterns in known language with developing consistency. Learners are not expected to adopt a particular accent or variety.

Spelling and variation	Begin to recognise that familiar Scots words may be written in different ways and that spelling variation can reflect different established forms or varieties.	Familiar Scots spellings within basic language, drawing on models where appropriate. There is no expectation to reproduce forms from different varieties.
Fixed and idiomatic expressions	Familiar fixed expressions and begin to recognise that the overall meaning of some expressions may extend beyond the individual words, e.g. *Haud yer wheesht. Nae bother. See ye the morn.*	Familiar fixed expressions appropriately within basic interactions and contexts, e.g. *Nae bother. See ye the morn. Haud on.*
Register and language choice	Recognise that Scots may vary between speakers, places and situations and that familiar ideas may be expressed in different ways.	Familiar Scots forms when communicating in predictable contexts. Learners are not expected to replace their own familiar variety with another.

Third Level

Language Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already understand or use Scots may demonstrate progression through greater breadth, developing literacy, increasing awareness of variation and more deliberate language choices.

<table>
<tr><th colspan="2">Third Level – Simple Language</th></tr>
<tr><td colspan="2">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.</td></tr>
<tr><th>Receptive</th><th>Productive</th></tr>
<tr><td>Learners may recognise or understand language such as:

Last Setterday A went up the toun wi ma pals. We wir meant tae meet at eeleven, but Eilidh didnae turn up till nearly twal cause she’d missed the bus. We got somethin tae eat an then aw went tae the pictures. A didnae like the fillum cause it wis boring, but ma pals aw said it wis guid. We blethered aboot that aw the wye hame. Nixt weekend A want tae meet up wi ma pals again an mibbe try bowlin.</td><td>Learners may use language such as:

Last Setterday A gaed intae the toun wi ma pals. We went tae the pictures and got something tae eat. A didnae like the film because it wis boring, but ma pals thought it wis guid. Efter that we went hame. Next weekend A want tae meet ma pals again and maybe go bowlin.</td></tr>
<tr><th colspan="2">Comments/Guidance</th></tr>
<tr><td colspan="2"></td></tr>
</table>

At Third Level, learners should have regular opportunities to understand and use Scots across a range of familiar contexts and for different purposes. Modelling and scaffolding continue to support the introduction of new language while learners communicate with increasing independence.

Progress may be seen in learners selecting, combining and adapting familiar language to develop and link ideas, express opinions and give reasons. They increasingly draw on prior learning and make their own language choices with less reliance on models and scaffolding.

Learners who already use Scots may demonstrate progression through greater breadth, increasing literacy, greater awareness of variation and more deliberate language choices.

Grammar Progression

At Third Level, learners recognise an increasing range of grammatical and linguistic patterns within simple Scots and use familiar patterns with increasing accuracy and independence. They begin to select, combine and adapt these features to communicate related ideas.

Learners who already use Scots may use many of these features confidently without being able to explain how they work. The emphasis remains on successful communication while developing greater awareness of how Scots works and varies.

Grammatical feature	THIRD Simple Language	
	Understand	**Use**
Nouns and plurals	Recognise singular and plural forms across an increasing range of familiar vocabulary. Recognise distinctive Scots plural forms and variation where encountered, e.g. *ee/een, coo/kye, shae/shuin*.	Familiar regular plurals with increasing accuracy. Some frequently encountered distinctive Scots plurals within simple language, e.g. *een, kye, shuin*.
Adjectives	Recognise an increasing range of Scots adjectives used to describe people, places, things, feelings and experiences, e.g. *braw, dreich, scunnered, glaikit*. Recognise familiar ways of modifying or strengthening description, e.g. *affa, gey, fair*.	Select and use an increasing range of familiar adjectives to add description and express opinions, e.g. *The game wis affa excitin. A wis fair scunnered when we lost.*
Articles and determiners	Recognise Scots article and determiner patterns across an increasing range of simple language, including characteristic uses of *the*. Recognise demonstratives such as *this, that, thon/yon, thae* and familiar variation.	Familiar articles and determiners with increasing independence, including frequently encountered Scots patterns, e.g. *the morn, thon jaiket, thae folk*.

Personal pronouns and possessives	Recognise an increasing range of personal and possessive forms and familiar variation. Recognise reflexive forms such as *masel, yersel, himsel, hersel, oorsels* in context.	Familiar personal and possessive forms with increasing accuracy and independence. Familiar reflexive forms where appropriate, e.g. *A made it masel. They did it thirsels.*
Questions	An increasing range of questions using familiar question words such as *wha, whit, whaur, when, why, hou* and *which*. Recognise familiar variation in question forms and questions which seek opinions or reasons.	Ask and respond to a range of questions with increasing independence, adapting familiar patterns to seek information, opinions and reasons, e.g. *Whit did ye think o the fillum? Why did ye like it?*
Verbs and time reference	Recognise present, past and future meaning across an increasing range of simple language. Recognise recurring Scots past forms, including familiar weak forms in *-it/-t* and strong forms such as *gaed, cam, kent, thocht, bocht, brocht*. Recognise familiar ways of referring to future events and plans.	Familiar present and past forms to communicate about routines, experiences and events with increasing independence, e.g. *We gaed intae the toun and bocht something tae eat.* Refer to future plans using familiar patterns, e.g. *The morn A'm gaun swimmin wi ma pals.*
Negation	Recognise a wider range of familiar negative forms using *no* and *-na/-nae*, e.g. *isnae, wisnae, cannae, couldnae, dinnae, didnae, hivnae*. Notice recurring patterns in how negatives are formed.	Familiar negative forms with increasing independence, e.g. *A didnae enjoy the match. She wisnae there. We cannae go the morn.*
Prepositions	Understand an increasing range of Scots prepositions and prepositional phrases, e.g. *tae, fae, wi, aboot, ben, but, oot o, intae, ower*.	Select and use familiar prepositions and prepositional phrases to add detail to simple language, e.g. *ben the*

	Recognise that some familiar Scots forms and uses may differ from English.	*hoose, intae the toun, wi ma cousins, aboot the concert*.
Connectives	Understand related ideas linked using an increasing range of familiar connectives, e.g. *an, but, or, because, so*. Recognise how familiar connectives express addition, contrast, reason, choice and result.	Link and develop related ideas using familiar connectives, e.g. *A wanted tae go cause ma pals wir there, but A had tae wait fir ma sister.*
Sentence structure	Recognise an increasing range of simple Scots sentence patterns. Understand how familiar patterns are adapted and how changes in word form or order can affect meaning. Recognise language in which ideas are developed across linked sentences.	Select, combine and adapt familiar sentence patterns to communicate related ideas. Produce linked sentences and begin to vary familiar patterns rather than relying on repeated structures, e.g. *We gaed tae the beach in the morn. It wis cauld, but we stayed fir a while cause the waves wir braw.*
Word formation and diminutives	Recognise recurring Scots word-formation patterns and understand familiar diminutive forms such as *lassie, laddie, beastie, mannie*. Begin to recognise how familiar prefixes, suffixes and compounds contribute to meaning.	Familiar word-forming patterns and diminutives where appropriate, drawing on forms already encountered rather than applying rules systematically.
Pronunciation and sound patterns	Recognise recurring relationships between Scots sounds and spellings across an increasing range of simple language.	Familiar Scots sounds, rhythm and pronunciation patterns with increasing consistency. Draw on a familiar variety when talking, without an expectation to adopt a particular accent or variety.

	Recognise features such as *ch* in *nicht* and *licht*, *oo* in *hoose* and *aboot*, and familiar pronunciation variation between Scots varieties.	
Spelling and variation	Recognise that Scots does not always have a single spelling for a word and that familiar forms may vary between texts and varieties. Make connections between different written forms of familiar words.	Familiar Scots spellings with increasing consistency within their own writing. Learners are not expected to reproduce forms from different varieties or conform to one prescribed variety.
Fixed and idiomatic expressions	An increasing range of familiar fixed and idiomatic expressions in context and recognise that their meaning may not be predictable from the individual words, e.g. *Tak tent. Keep the heid. Dinnae fash yersel.*	Select and use familiar fixed and idiomatic expressions appropriately in familiar contexts, e.g. *Nae bother. A'm fair scunnered. Dinnae fash yersel.*
Register and language choice	Recognise that Scots varies across speakers, places and contexts. Recognise that language choices may vary according to audience and situation without treating one variety as the standard.	Select from their existing and learned Scots repertoire with increasing awareness of context and audience. Learners may draw on their own variety and are not expected to replace it with another.

Fourth Level

Language Progression

The examples below illustrate the Scots that learners may recognise or understand and use at this level. Learners who already understand or use Scots may demonstrate progression through greater breadth, increasing literacy and increasingly deliberate language choices according to purpose, audience and context.

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: *Thir plenty A like aboot livin in ma area. It's no a big place, but thir a guid sense o community an folk usually look oot fir ane anither. Thir used tae be mair fir young folk tae dae, though, an some o the places we went when we wir wee ir shut doon. A think the cooncil could dae mair tae gie young folk somewhaur tae meet. If thir wis a youth café or somewhaur tae play music that wid be braw, A reckon plenty folk wid use it. A'd like tae bide here when A'm aulder, but A'd like tae experience livin somewhaur else fir a while an aw.*	Learners may **use** language such as: *Thir plenty A like aboot ma area cause ma faimly an freends bide nearby. It's quite a braw place an thir plenty o things tae dae, but A think thir could be mair fir young folk. A'd like if they built a youth café because it would gie us somewhaur tae meet. In the future, A'd like tae bide somewhaur else fir a while, but A think A'd come back..*
Comments/Guidance	

At Fourth Level, learners should have regular opportunities to understand and use Scots across familiar and some less familiar contexts and for different purposes. Modelling and targeted scaffolding continue to support new learning while learners communicate with increasing independence.

Progress may be seen in learners selecting, combining and adapting familiar language to develop and connect ideas, express and justify viewpoints, and give reasons and explanations. They draw increasingly on prior learning and make their own language choices with less reliance on support.

Learners who already use Scots may demonstrate progression through greater breadth, increasing literacy, greater awareness of variation and increasingly deliberate language choices according to purpose, audience and context.

Grammar Progression

At Fourth Level, learners recognise grammatical and linguistic patterns across a wider range of straightforward Scots and use familiar forms with increasing independence and flexibility. They make increasingly deliberate choices about the forms and patterns they use, while accuracy and consistency continue to develop.

Learners who already use Scots may use a wider range of these features confidently. Progression may be demonstrated through greater awareness of how Scots works and increasingly deliberate language choices according to purpose, audience and context.

Grammatical feature	FOURTH Straightforward Language	
	Understand	**Use**
Nouns and plurals	Recognise singular and plural forms across a wider range of straightforward Scots, including familiar distinctive plurals such as *ee/een, coo/kye, shae/shuin*. Recognise variation in plural forms where encountered.	Select and use familiar singular and plural forms with increasing independence and consistency, including frequently encountered distinctive Scots plurals where appropriate.
Adjectives	A wider range of Scots adjectives used to describe, evaluate and express viewpoints, e.g. *braw, dreich, scunnered, glaikit, gallus*. Recognise familiar ways of modifying or strengthening description, e.g. *affa, gey, fair*.	Select and use an increasing range of adjectives to develop descriptions, opinions and viewpoints, e.g. *A wis in a fash cause the whole thing wis affa confusin at first, but A wis fair chuffed wi the result A got.*
Articles and determiners	Recognise Scots article and determiner patterns across straightforward language, including characteristic uses of *the*.	Select and use familiar articles and determiners with increasing independence, including characteristic Scots forms and patterns encountered regularly, e.g. *the morn, thon place, thae folk*.

	An increasing range of demonstratives and familiar variation, e.g. *this, that, thon/yon, thae*.	
Personal pronouns and possessives	Personal, possessive and reflexive forms across a wider range of straightforward language, including familiar variation, e.g. *A, ye, we, they; ma, yer/yir, oor, thir; masel, yersel, oorsels*.	Select and use familiar personal, possessive and reflexive forms with increasing independence and consistency, e.g. *We organised the hale thing oorsels.*
Questions	A wider range of questions, including familiar variation in question forms. Recognise questions used to seek information, opinions, reasons, explanations and clarification.	Form and respond to questions with increasing independence, adapting familiar patterns according to purpose, e.g. *Whit dae ye think aboot it? Why dae ye think that? Whit dae ye mean by that?*
Verbs and time reference	Recognise present, past and future meanings across a wider range of straightforward language. Recognise recurring Scots verb patterns, including weak past forms in *-it/-t* and a wider range of familiar strong forms such as *gaed, cam, kent, thocht, bocht, brocht*. Familiar expressions of possibility and conditional meaning in context, e.g. *A'd like tae… If there wis… It would be…*	Familiar present and past forms with increasing independence to describe, recount and develop experiences and ideas. Refer to future intentions and possibilities using familiar patterns, e.g. *A'm gaun tae…, A'd like tae…, It would be….* Frequently encountered Scots past forms with increasing consistency.
Negation	A wider range of negative forms using *no* and *-na/-nae*, e.g. *isnae, wisnae, cannae, couldnae, dinnae, didnae, huvnae, widnae*. Recognise recurring patterns across different verb forms.	Select and use familiar negative forms with increasing independence and consistency, e.g. *A widnae want tae bide there. They huvnae made their minds up yet. They nivir dae*

Prepositions	A wider range of Scots prepositions and prepositional phrases, including forms such as *tae, fae, wi, aboot, ben, but, oot o, intae, ower*. Recognise familiar variation in forms and uses.	Select and use an increasing range of familiar prepositions and prepositional phrases to add detail and develop ideas, e.g. *oot o the toun, aboot the plans, ben the hoose, wi folk fae the area, them roon ma bit*.
Connectives	Understand ideas developed and connected using a wider range of familiar connectives expressing addition, contrast, reason, result and condition, e.g. *an, but, or, cause, so, although, if*.	Select and use an increasing range of familiar connectives to develop and link ideas, e.g. *A like livin here cause A'm near aw ma pals, tho A'd like tae bide somewhaar ither, mibbe when A'm a wee bit owlder.* Familiar conditional patterns with *if*, e.g. *If thir wis mair ta dae, young fowk might bide on a bittie langer.*
Sentence structure	Increasingly varied sentence patterns across straightforward Scots. Recognise how ideas are developed and linked across sentences and how familiar structures can be adapted according to meaning, purpose and context.	Select, combine and adapt familiar sentence patterns with increasing independence. Vary sentence openings and develop related ideas across linked sentences, using a range of familiar structures appropriate to the purpose, audience and context.
Word formation and diminutives	Recognise a wider range of recurring Scots word-formation patterns and understand how familiar diminutives and other forms can contribute to meaning, tone or familiarity.	Familiar word-forming patterns and diminutives appropriately, with increasing awareness of meaning and context, rather than applying them mechanically.
Pronunciation and sound patterns	Recognise recurring sound and spelling relationships across a wider range of Scots. Familiar pronunciation differences across or within varieties and recognise that variation is a characteristic feature of Scots, e.g. variation	Scots pronunciation, rhythm and sound patterns with increasing consistency and confidence, drawing on a familiar variety. Learners are not expected to adopt a particular accent or variety.

	represented by forms such as *whaur/far, guid/gweed, dinna/dinnae* and *bairn/wean.*	
Spelling and variation	Recognise a wider range of spelling variation across Scots texts and make connections between alternative forms of familiar words. Understand that variation may reflect regional and other established Scots usage rather than error.	Write Scots with increasing consistency, making informed choices from familiar forms. Maintain reasonable consistency within a text without an expectation of using one prescribed variety.
Fixed and idiomatic expressions	An increasing range of fixed and idiomatic Scots expressions in context and recognise how these can contribute to meaning and tone, e.g. *Tak tent. Keep the heid. Dinnae fash yersel. Nae doot.*	Select and use familiar fixed and idiomatic expressions appropriately to communicate meaning and viewpoint, e.g. *A wis fair scunnered*, *Dinnae fash yersel*, without an expectation to reproduce unfamiliar idiom.
Register and language choice	Recognise that Scots varies according to speaker, place, audience, purpose and context. Recognise how language choices can contribute to meaning and how speakers may draw differently on their linguistic repertoire in different situations, without treating one variety as the standard.	Make increasingly deliberate choices from their Scots repertoire according to purpose, audience and context. Adapt familiar straightforward language appropriately while drawing on their own or familiar varieties rather than being expected to replace one variety with another.
Nouns and plurals	Recognise singular and plural forms across a wider range of straightforward Scots, including familiar distinctive plurals such as *ee/een, coo/kye, shae/shuin*. Some words like *breeks* are always in the plural.	Select and use familiar singular and plural forms with increasing independence and consistency, including frequently encountered distinctive Scots plurals where appropriate.

	Recognise variation in plural forms where encountered.	
Adjectives	A wider range of Scots adjectives used to describe, evaluate and express viewpoints, e.g. *braw, dreich, scunnered, glaikit, gallus*. Recognise familiar ways of modifying or strengthening description, e.g. *awfu, gey, fair*.	Select and use an increasing range of adjectives to develop descriptions, opinions and viewpoints, e.g. *The whole thing wis awfu confusing at first, but A wis fair chuffed wi the result.*
Articles and determiners	Recognise Scots article and determiner patterns across straightforward language, including characteristic uses of *the*. An increasing range of demonstratives and familiar variation, e.g. *this, that, thon/yon, thae*.	Select and use familiar articles and determiners with increasing independence, including characteristic Scots forms and patterns encountered regularly, e.g. *the morn, thon place, thae folk*.
Personal pronouns and possessives	Personal, possessive and reflexive forms across a wider range of straightforward language, including familiar variation, e.g. *A, ye, we, they; ma, yer/yir, oor, thir; masel, yersel, oorsels*.	Select and use familiar personal, possessive and reflexive forms with increasing independence and consistency, e.g. *We organised the hale thing oorsels.*
Questions	A wider range of questions, including familiar variation in question forms. Recognise questions used to seek information, opinions, reasons, explanations and clarification.	Form and respond to questions with increasing independence, adapting familiar patterns according to purpose, e.g. *Whit dae ye think aboot it? Why dae ye think that? Whit dae ye mean by that?*

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