Curriculum Improvement Cycle
Draft Technical Framework
Languages – Scots (Learners)

November 2026

Version 1.0

These are draft materials. The content, format and style are subject to change. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session. There is no expectation on educators, schools or settings to do anything now with these drafts. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

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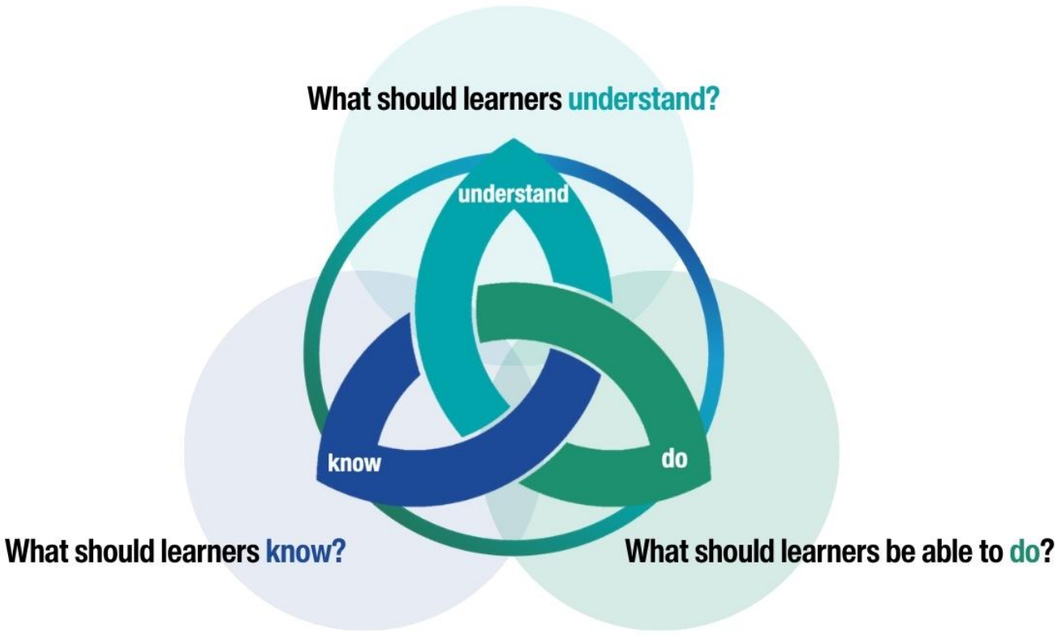
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The Know-Do-Understand (KDU) framework



How the KDU knots are written

Understand:
Statements that decribe the relationship between concepts.

Know:
Facts, definitions or **case studies** that learners need to know to develop the understanding above.

Do:
Skills, **processes** and **procedures** learners need to know to develop the understanding above.

Notes:
Information that helps practitioners in their planning for this KDU knot.

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Introduction to the Languages – Scots (Learners) Know-Do-Understand (KDU) Framework

The Languages – Scots (Learners) KDU Framework sets out the Know-Do-Understand (KDU) that learners develop from Early to Fourth Level. It provides a shared Framework for progression in Scots while allowing practitioners to make decisions about the contexts, content and learning experiences that are appropriate for their learners.

The KDU Framework is organised around three Big Ideas, which describe the main areas of learning in Scots (Learners). Each Big Idea contains strands that show how learning develops across the levels. Within these strands, KDU knots bring together what learners know, what they can do and the understanding they develop.

Practitioners should use the KDU Framework with the supporting Progression Guidance for Scots (Learners).

How to use the KDU Framework

The Languages – Scots (Learners) KDU Framework describes a concept-based curriculum, where knowledge and skills are embedded within each KDU knot. Concepts are organised into strands underneath the Big Ideas. Strands are presented separately to make progression clear, but learning experiences will bring different parts of the Framework together. Additional guidance for planning progression is available in Progression Guidance for Scots (Learners).

A learning experience can develop KDU from several strands across the three Big Ideas. The same KDU can also be developed and revisited through different contexts and experiences.

Practitioners use evidence across learning and over time when making holistic judgements about progress. Individual KDU knots are not intended to form a checklist for teaching or assessment.

Listening, Talking, Reading and Writing

Listening, Talking, Reading and Writing are the modes through which learners encounter, develop, apply and demonstrate the KDU set out in the Framework. Learning experiences will often bring more than one of these modes together and can provide evidence across different parts of the Framework.

For example, learners might listen to information, discuss what they have understood, read related material and use some of the language themselves. The evidence that emerges will depend on the learning, language and level, rather than following the same pattern for every KDU knot.

At Early and First Level, particularly where learners are not yet reading and writing independently, much of this evidence will come through listening, talking, participation and observable responses.

Level of Language – Descriptors

The language level descriptors outline the characteristics of language that learners encounter, understand and use as they progress. They apply across Understanding Language, Using Language and Language for Interaction and provide a shared reference point for the level of language expected within the Framework.

Progression involves more than learning additional vocabulary or grammatical features. Across the levels, language develops in range and detail, while learners draw increasingly on what they already know to understand and to communicate meaning. The descriptors are not fixed measures of sentence length or grammatical complexity and learners may understand a broader range of language than they are able to use independently.

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Level	Descriptor	Description
Early	Words and Short Phrases	The *Words and Short Phrases* descriptor outlines highly familiar individual words or groups of words associated with highly familiar contexts, routines and experiences.
First	Words and Phrases	The *Words and Phrases* descriptor outlines 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.

Use of Scots

Learners need regular opportunities to hear, see and use Scots. Its range and use develop across the levels as learners build the knowledge, confidence and strategies needed to understand and communicate.

Learners may begin Scots (Learners) with different levels of prior knowledge and experience. Some may already understand or use Scots in their family, community or everyday life, while others may have had limited previous exposure. Existing knowledge and use of Scots should be recognised and built on.

The balance between Scots and the language of instruction, the language used to support learning, will depend on the level, context, purpose and learners' needs. The learning of Scots as a language needs to be purposeful, understandable and supported where needed.

Level	Use of Scots and Language of Instruction
Early	Learning takes place primarily through the language of instruction. Scots is introduced through familiar words, songs and routines, supported by gesture and visual cues.
First	Learners can participate through Scots or language of instruction as appropriate. Scots is increasingly used through familiar words, phrases and short patterned language.
Second	Learners participate increasingly through Scots, using familiar vocabulary, patterned language and basic language. The language of instruction supports deeper understanding and exploration of new concepts.
Third	Learners engage predominantly through Scots in familiar interactions and activities using simple language. The language of instruction supports more complex understanding, comparison and reflection.
Fourth	Learners engage predominantly through Scots across a range of interactions, texts and activities using increasingly sustained straightforward language. The language of instruction supports deeper discussion, reflection and more complex ideas.

As learners progress, more of their learning takes place through Scots, rather than talking about Scots in the language of instruction. Learners are likely to use the language of instruction when exploring ideas, making comparisons or discussing concepts which are beyond the target language they can currently understand or use.

For learners who already use Scots, progression may be demonstrated through greater breadth, literacy, awareness of variation, flexibility and increasingly deliberate language choices, rather than through acquiring basic communicative language alone.

Understanding People, Places and Cultures

Learning Scots involves learning about the people, places and cultures connected with the language. Learners develop their language and cultural understanding together, with each helping them to make better sense of the other.

Understanding People, Places and Cultures provides a cultural lens for learning Scots. Through Identity and Belonging, Perspectives and Worldviews and Cultures and Traditions, learners build knowledge and understanding of the places and communities where Scots is used. These contexts give language a purpose and allow learners to build cultural knowledge as they encounter, understand and use Scots.

Culture includes familiar aspects such as food, festivals, places and traditions, but it reaches beyond these visible features. It includes everyday life, identities, beliefs, values, experiences and perspectives. Learners come to understand that people within the place or community can have different identities, experiences and views and that cultures change over time.

Everyday communication, stories, songs, traditions and media can show how language connects with identity, place and experience. Cultural knowledge helps learners make sense of the language they encounter and the meaning it carries.

Learning should reflect the range and diversity of places and communities where Scots is used, including contemporary life alongside cultures and traditions. The Progression Guidance for Scots (Learners) provides further support on contexts for learning across the levels.

Cultural understanding can extend beyond the Scots learners can currently understand or produce. The language of instruction can support deeper discussion, comparison and reflection, while learners continue to encounter and use Scots.

Across the Framework, learners build on their knowledge, skills and understanding as they encounter Scots in different contexts and for different purposes.

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Scots (Learners) Purpose Statement

Scots plays an essential role in how we communicate, understand ourselves and connect with other people. Learning Scots enables us to understand people, express ourselves and create meaning through the language. Through listening, talking, reading and writing, we develop the knowledge, skills and understanding needed to communicate effectively across a range of contexts.

While vocabulary and grammar provide important foundations for language learning, learning Scots involves more than acquiring words and rules. We explore how meaning is constructed, interpreted and adapted according to purpose, audience, context and culture. As our Scots develops, we become increasingly able to make choices about how we communicate with greater accuracy, confidence and creativity.

Learning Scots connects us with people, places and cultures across Scotland and offers opportunities to encounter different perspectives, experiences and ways of life. By exploring the language, cultures and traditions of different communities, we develop our understanding of our own identities and experiences and those of others. Learning Scots helps us to appreciate Scotland's linguistic and cultural diversity, while building relationships and developing respect for others.

Learning Scots also develops our understanding of how languages work. By identifying patterns, making connections and applying strategies to work out meaning, we develop our linguistic awareness, problem-solving and literacy skills. This supports learning across the curriculum and equips us with the curiosity, confidence and strategies to become increasingly independent and lifelong language learners.

Big Ideas

Communicating and Understanding through Scots	Understanding People, Places and Cultures	Thinking like a Linguist
Communicating and Understanding through Scots enables us to understand other people, express ourselves and create shared meaning. We communicate to exchange information, express ideas, opinions and feelings and interact with other people in everyday and real-life situations through Scots. Language changes to suit different audiences and purposes and we adapt what we know to communicate effectively. We use strategies, tools and resources to help us to understand and use Scots with increasing independence and accuracy. We ask questions, respond to others and clarify meaning to maintain communication, recognising that successful communication is not about getting everything right first time. We use what we know to keep communication going. Scots varies across places, communities and contexts. We recognise and value different ways of using Scots and make language choices according to purpose, audience and context. By understanding and using Scots in a range of contexts, we develop the skills, knowledge and confidence to communicate effectively.	Understanding People, Places and Cultures helps us to understand ourselves and other people through Scots and the languages we already know. We explore how people's identities, perspectives and traditions shape the ways they live, communicate and see the world. By learning about people from a range of places, communities and cultures, we recognise both shared experiences and different ways of thinking, living and belonging. We learn that cultures, traditions and communities are diverse and continue to change over time. Recognising that people within the same community may have different experiences, values and identities helps us to understand that stereotypes do not always reflect real life. Through Scots, we explore the diversity of Scotland's places, communities, identities and experiences and the contribution Scots makes to contemporary Scottish society. By exploring people, places and cultures through Scots, we develop curiosity, empathy and respect for other people. This helps us to build relationships and understand Scotland as part of a multilingual world.	Thinking like a Linguist helps us to understand how languages work and how they create meaning. We recognise that each language has its own patterns, structures and ways of expressing ideas. We recognise that Scots has its own patterns, structures and vocabulary and that these can vary across places and communities. As Scots is a non-standard language, there can be distinct dialectal differences. Like solving a puzzle, we use clues to make connections between sounds, words and grammar. Patterns and structures help us to link and organise ideas and to develop awareness of pronunciation and writing systems. We recognise how linguistic features create meaning. By identifying similarities and differences, we apply our understanding of language in new and unfamiliar contexts. We use strategies, tools and resources to understand and use language and reflect on how we learn. We learn through participation, repetition and practice, trying out new language and learning from mistakes, as we develop clarity and accuracy in our communication. We make connections between Scots and other languages we know, using similarities and differences to support our understanding and language learning. By thinking like a linguist, we develop our curiosity about language and make links within and across languages. This helps us to understand and use language with increasing confidence and flexibility.

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Summary of Progression

Strand	Statements of Understanding				
	Early	**First**	**Second**	**Third**	**Fourth**
Understanding Language	Language is communicated through sounds, words and short phrases. Context and cues help people understand language.	Meaning forms when words, sounds and phrases combine in recognisable patterns. People use context, cues and prior knowledge to understand language.	People use patterns and word order to help them understand language. When language is unfamiliar, people use context, time reference and prior knowledge to support understanding.	People use knowledge of vocabulary, grammar and context to understand texts. People understand texts by following how ideas and information are organised.	People understand texts through the interaction of vocabulary, context and the organisation of information and ideas. The way language functions in texts depends on audience and purpose.
Using Language	People use and repeat language to share meaning through words and sounds.	People use and reuse familiar language, even if not complete or fully accurate, in predictable situations to share information and ideas. Words and phrases can work with gesture, facial expression or body language to communicate meaning.	People select, organise and adapt language to make observations and describe experiences. People use different strategies and tools to support communication.	People sequence language to describe experiences, explain ideas and express opinions. People adapt simple language to communicate new ideas in familiar contexts. People communicate successfully even when language is not complete or fully accurate.	People use and sequence language to describe events, organise ideas, express perspectives and justify opinions. People structure and adapt language to suit purpose, audience and context. People select, adapt and combine tools and strategies to support language use.
Language for Interaction	People take turns when using language to share meaning.	People interact by asking questions and giving responses using familiar language. Meaning develops through listening and responding to others.	People interact to share information and create meaning with others in predictable situations. People choose language to fit the situation when interacting.	People interact to exchange ideas, opinions and information to develop shared meaning. People manage interactions and use strategies to maintain shared meaning, even when there are gaps in language. Interaction reflects awareness of audience and context.	People interact to exchange ideas, opinions and information to negotiate meaning in familiar and unfamiliar contexts. People adapt language in response to audience, purpose and context during interaction. People maintain shared meaning through clarification and expressing ideas in different ways.
Identity and Belonging	People express who they are through their relationships, languages and experiences.	People's identities connect to their relationships, communities, languages and experiences.	Relationships, experiences, languages and communities shape identity and belonging.	People express identity and belonging in different ways across communities and cultures where Scots is used.	Identity and belonging reflect diverse lived experiences and may be expressed differently across and within communities and contexts.
Perspectives and Worldviews	People can think, feel and experience things in different ways.	People's experiences can affect what they think, feel and find important.	People's perspectives are shaped by their experiences, communities and cultures.	Experiences, communities and cultures can affect how people interpret the same situation.	Values and experiences shape perspectives and worldviews.
Cultures and Traditions	People explore cultures and traditions when learning Scots.	Places, communities and languages contribute to people's traditions and cultural experiences.	People mark important events through festivals and celebrations in similar or different ways across places and communities where Scots is used.	Festivals, traditions and celebrations reflect the history, beliefs and ways of life of communities where Scots is used.	Cultures and traditions reflect the diversity of experiences within and across communities where Scots is used.

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Pattern and Structure	People use patterns in languages to help work out meaning.	Patterns in languages help people to work out and create meaning in familiar contexts.	Basic language patterns help to organise meaning and can be adapted to support understanding and clear expression.	People use pattern and structure to understand and express a range of ideas and opinions in texts and interactions. Relationships between languages can be seen through similarities and differences in their features.	Language patterns and structures can be selected and adapted to suit purpose, audience and context. Relationships between languages reflect how languages develop and influence one another over time.
Pronunciation and Writing Systems	Languages use sounds and written symbols to communicate meaning.	Languages use combinations of sounds and written symbols that people can recognise and reproduce.	Languages use pronunciation and writing systems to help people communicate meaning.	People use knowledge about pronunciation and writing systems to communicate clearly and accurately.	People use knowledge about pronunciation and writing systems to support the development of accuracy and control of language across familiar and unfamiliar contexts.
Language Learning Strategies	Learning a language develops through participation, practice and using clues.	Strategies are useful for understanding and remembering language. Practising and trying out language helps people build confidence even if they make mistakes.	People understand and use language using context, patterns and prior knowledge. Different strategies and tools support language learning.	Planning language helps people organise and communicate their ideas in talking and writing. Grammatical knowledge is a tool that supports accuracy in sharing meaning.	The process of selecting, adapting and combining tools and strategies supports increasingly independent language use. People use knowledge of patterns and groups of words to work out the meaning of unfamiliar language.

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Know-Do-Understand Strands

<table>
<tr><td>Strand</td><td colspan="4">Understanding Language

This strand develops learners' understanding of how people make sense of Scots. It examines how vocabulary, grammatical structures and the organisation of texts help people understand spoken and written Scots across different contexts.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="2">Understand: Language is communicated through sounds, words and short phrases.</td><td colspan="2">Understand: Context and cues help people understand language.</td></tr>
<tr><td>Know:
People use language to communicate meaning.

Words and written symbols represent objects, actions or ideas.</td><td>Do:
Identify familiar words, sounds or short phrases in Scots.</td><td>Know:
Gesture, facial expression and tone can give cues to support understanding.

Context, including situation and topic, helps people make connections between language and meaning.</td><td>Do:
Follow instructions to show understanding, supported by gesture, facial expression and tone, where appropriate.</td></tr>
<tr><td colspan="2">Notes
Written symbols can be letters, pictograms, characters, numbers or punctuation marks which represent language.</td><td colspan="2">Notes
Cues are pieces of information that help people work out meaning. They may include gesture, facial expression, tone, images or actions or the way information is presented.

Context describes the situation or topic in which language is used, including what is happening, where it is happening and why.</td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Meaning forms when words, sounds and phrases combine in recognisable patterns.</td><td colspan="2">Understand: People use context, cues and prior knowledge to understand language.</td></tr>
<tr><td>Know:
Words and phrases repeat in familiar topics.

Some words carry the main meaning in a text.

Phrases, such as statements, instructions and questions, follow recognisable patterns.</td><td>Do:
Recognise familiar and repeated words and phrases in clear spoken or written language.

Identify the main idea in a text and pick out specific information, such as names, numbers or colours.

Understand phrases, such as statements, instructions and questions.</td><td>Know:
Context, such as topic or situation, supports meaning.

Cues, such as intonation, gesture, facial expression or tone, can support meaning.

Prior knowledge includes words and phrases that repeat in familiar topics.</td><td>Do:
Use contextual clues to work out meaning of unfamiliar words and phrases.

Interpret cues to work out meaning of unfamiliar words and phrases.</td></tr>
<tr><td colspan="2">Notes
Text is a spoken, signed, written, visual or digital communication that shares meaning and has a purpose, such as entertaining, informing, describing experiences or expressing viewpoints.

Texts can include conversations, presentations, stories, songs, videos, social media posts, emails, signs and articles.</td><td colspan="2">Notes
Contextual clues can include topic, situation and prior knowledge.

Learners do not need to understand every word to understand the overall meaning. They draw on context, prior knowledge and other cues to support understanding.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: People use patterns and word order to help them understand language.</td><td colspan="2">Understand: When language is unfamiliar, people use context, time reference and prior knowledge to support understanding.</td></tr>
<tr><td>Know:
Words or symbols have different roles within a sentence.

Words and sentence patterns work together to create meaning.

Arrangement of words or written symbols can change meaning.

Meaning develops across more than one sentence using linking features.</td><td>Do:
Understand short spoken or written texts on familiar topics using basic language.

Identify the main idea and key details in texts, such as opinions, preferences or experiences.

Recognise familiar patterns in verbs or key language structures.

Understand structures indicating person, number or gender.</td><td>Know:
Context and prior knowledge support understanding new language in less predictable contexts.

Visual or written cues can support understanding of unfamiliar language.

Time reference indicates when something happens.</td><td>Do:
Use context and prior knowledge to support understanding new language in less predictable contexts.

Use familiar cues to interpret basic language.

Recognise basic time expressions, such as the day, yestreen/yisterday or the morn/morra.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
</table>

	Some words change form to show meaning, such as time, person, number or gender.			
	Notes Linking features are connectives or punctuation that join ideas or information in texts. Key details are specific pieces of information or facts that support the main idea. Sentence patterns refer to the structure of a sentence and can involve aspects such as word order and parts of speech.		**Notes** Time reference in Scots can be shown in different ways, including through time expressions and verb forms.	

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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: People use knowledge of vocabulary, grammar and context to understand texts.</td><td colspan="2">Understand: People understand texts by following how ideas and information are organised.</td></tr>
<tr><td>Know:
Vocabulary and grammar combine to show meaning and relationships between ideas in texts.

Verb forms or time markers refer to present, past or future in Scots.

Referencing features refer to people or ideas already mentioned.

Context, structure and prior knowledge support understanding unfamiliar simple language.</td><td>Do:
Recognise verb forms or time markers to show time reference, such as present, past or future.

Recognise reference to different people in texts containing simple language.

Use contextual and structural clues to work out meaning of unfamiliar simple language in texts.</td><td>Know:
Texts organise ideas and communicate purpose or viewpoint.

Sequencing words and phrases organises ideas and information.

Texts contain main ideas supported by additional detail.

Meaning develops across more than one sentence in texts.

Linking features connect ideas and information in texts.</td><td>Do:
Understand ideas and information in texts containing simple language.

Identify main ideas and supporting details in texts containing simple language.

Identify connected ideas and information in texts containing simple language.</td></tr>
<tr><td colspan="2">Notes
Time markers are features of language used to indicate when actions take place. They can include verb endings that show when things happen (past, present or future).

Referencing features are elements, such as pronouns, used to indicate subject or object.

Structural clues come from knowledge about the language used within a text. They include familiar Scots words, language patterns, spelling variation and regional vocabulary that support understanding.</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: People understand texts through the interaction of vocabulary, context and the organisation of information and ideas.</td><td colspan="2">Understand: The way language functions in texts depends on audience and purpose.</td></tr>
<tr><td>Know:
Vocabulary and structural choices or context can change meaning, emphasis and perspective.

Language is structured to organise and sequence ideas within sentences and texts.

Different text types organise ideas and information in different ways.

Texts may present different perspectives on the same topic or experience.</td><td>Do:
Identify main ideas, supporting detail and opinions in texts containing straightforward language.

Understand ideas, perspectives and information in different text types containing straightforward language.

Use prior knowledge of context, structure and vocabulary to understand unfamiliar straightforward language.</td><td>Know:
Purpose and audience shape how people understand language.

Meaning can be explicit or implicit.</td><td>Do:
Identify and understand purpose and audience in texts containing straightforward language.

Use context and language features to interpret what is implied in a text.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
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<table>
<tr><td>Strand</td><td colspan="4">Using Language

This strand develops learners' understanding of how people use Scots to create meaning. It focuses on how vocabulary, structures and language choices enable people to communicate information, ideas, opinions and feelings for different purposes, audiences and contexts.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: People use and repeat language to share meaning through words and sounds.</td></tr>
<tr><td colspan="2">Know:
Familiar words or short phrases can be used in greetings and routines to communicate meaning.

Language can be repeated to share meaning.</td><td colspan="2">Do:
Use familiar words and actions with support to communicate and respond.

Join in with songs, rhymes or routines by copying sounds, words and short phrases.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand: People use and reuse familiar language, even if not complete or fully accurate, in predictable situations to share information and ideas.</td><td colspan="2">Understand: Words and phrases can work with gesture, facial expression or body language to communicate meaning.</td></tr>
<tr><td>Know:
Familiar words and phrases combine in familiar patterns to communicate meaning and share feelings.

Familiar and repeated language patterns can be reused and adapted.</td><td>Do:
Use familiar words or phrases to share information, feelings and opinions using visual support when needed.

Reuse and adapt familiar language patterns in predictable situations.</td><td>Know:
Gesture, facial expression, tone or body language can work alongside words and phrases to support sharing information and ideas.</td><td>Do:
Combine gesture, facial expression, tone or body language, where appropriate, with words and phrases to share meaning.</td></tr>
<tr><td colspan="2">Notes
Visual support helps learners to understand language and can come from pictures, objects, actions and surroundings.

Reused and adapted can include word substitution to communicate new ideas.</td><td colspan="2">Notes
Gesture refers to actions or movements which support meaning, such as pointing, nodding or shaking head.

Tone refers to the pitch, attitude, mood or emotional quality of language.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: People select, organise and adapt language to make observations and describe experiences.</td><td colspan="2">Understand: People use different strategies and tools to support communication.</td></tr>
<tr><td>Know:
Basic language is used to describe people, places, activities, opinions and feelings.

Language, even if not complete or fully accurate, can be adapted for new but predictable situations.

Common linking features or sentence patterns help organise and sequence basic ideas.</td><td>Do:
Describe people, places and activities in familiar contexts using basic language.

Express preferences, opinions or feelings using basic language.

Link two or three ideas using basic language.

Select and adapt basic language patterns to express meaning.</td><td>Know:
Strategies and tools are used in different types of tasks to support understanding and expression.

Tools, such as dictionaries, word banks, templates or digital tools, support vocabulary choice and provide examples of sentence patterns.</td><td>Do:
Use tools, such as dictionaries, word banks, sentence frames or digital tools to support communication.</td></tr>
<tr><td colspan="2">Notes
Linking features can be connectives or punctuation used to connect clauses and ideas.</td><td colspan="2">Notes
Tools can be physical or digital resources used for reference or to support language choice and use.</td></tr>
<tr><td rowspan="2">Third Level</td><td colspan="2">Understand: People sequence language to describe experiences, explain ideas and express opinions</td><td colspan="2">Understand: People adapt simple language to communicate new ideas in familiar contexts.</td><td colspan="2">Understand: People communicate successfully even when language is not complete or fully accurate.</td></tr>
<tr><td>Know:
Simple language is used to describe experiences, opinions and ideas.

Linking features are used to extend ideas, opinions and reasons in a text.</td><td>Do:
Describe people, things or activities in familiar contexts and link ideas using simple language.

Express preferences, opinions or feelings using reasons, justifications or explanations.</td><td>Know:
Simple language can be adapted and organised to express new ideas.</td><td>Do:
Adapt and organise simple language from familiar contexts to express new ideas.</td><td>Know:
Familiar language can be adapted or reused to maintain meaning when there are gaps in language.

Resources and strategies can help to maintain communication.</td><td>Do:
Maintain communication using simple language with support, as appropriate.

Check and improve language using tools such as dictionaries, word banks,</td></tr>
</table>

					Tools, such as dictionaries, word banks, sentence frames or digital tools, can be used to check and improve language.	sentence frames or digital tools as support.
Fourth Level	**Understand:** People use and sequence language to describe events, organise ideas, express perspectives and justify opinions.		**Understand:** People structure and adapt language to suit purpose, audience and context.		**Understand:** People select, adapt and combine tools and strategies to support language use.	
	Know: Straightforward language is used to describe events, organise ideas, express perspectives and justify opinions. Language changes according to when things happen. Straightforward language expresses ideas in familiar and some unfamiliar contexts.	**Do:** Describe events, organise ideas, express perspectives and justify opinions using straightforward language. Combine sentences and organise ideas with a range of linking features using straightforward language.	**Know:** Purpose, audience and context affect language choice in texts. Register and style help people to communicate appropriately in different situations.	**Do:** Adapt and reorganise language to suit different audiences, selecting vocabulary appropriate to purpose, audience and context. Use appropriate register and style depending on purpose, audience and context.	**Know:** Successful communication does not depend on perfection. Independent use of language learning strategies, including tools and resources such as dictionaries, grammar references or digital tools, helps to improve language use. Different strategies and tools can be combined and applied to maintain communication.	**Do:** Use dictionaries, grammar references, sentence frames or digital tools to check and improve language. Independently select and adapt strategies and tools to support communication.
			Notes Purpose describes the intent and reason for communication, such as to entertain, inform or give opinions. Register describes the level of formality used in communication and can include vocabulary choice and ways of addressing people. Style refers to the way language is expressed, which can include sentence structure, tone and vocabulary choice.		**Notes** Grammar references are tools which support learners to understand, apply and check grammar rules. Examples include grammar guides or glossaries.	

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<table>
<tr><td>Strand</td><td colspan="4">Language for Interaction

This strand develops learners' understanding of how communication is created through interaction with other people in Scots. It considers how shared meaning is built collaboratively through listening, responding, questioning and adapting language during interaction.</td></tr>
<tr><td rowspan="4">Early Level</td><td colspan="4">Understand: People take turns when using language to share meaning.</td></tr>
<tr><td colspan="2">Know:
Taking turns is part of communication.

Gesture and facial expression can support meaning.

Routine expressions support interaction.</td><td colspan="2">Do:
Take turns in short exchanges, including responding to questions and prompts using familiar words, gesture or facial expression.</td></tr>
<tr><td colspan="4">Notes
Taking turns involves waiting, asking questions, responding to others and expressing ideas in different ways. This may include songs, rhymes and classroom routines.

Routine expressions are familiar words and phrases used frequently, such as greetings, questions and instructions.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="4">First Level</td><td colspan="2">Understand: People interact by asking questions and giving responses using familiar language.</td><td colspan="2">Understand: Meaning develops through listening and responding to others.</td></tr>
<tr><td>Know:
Familiar question forms and responses are used in everyday interaction.

Questions and responses follow familiar patterns.

Interaction can happen even when language is not fully accurate.</td><td>Do:
Ask and respond to predictable questions and prompts using familiar language.

Use familiar words and phrases to interact.</td><td>Know:
Taking turns can involve asking and responding to questions using familiar language.

Tone, gesture and expression affect how people understand language.</td><td>Do:
Take part in short, structured interactions using familiar language.

Use gesture, facial expression, tone and visual support, as appropriate.</td></tr>
<tr><td colspan="2">Notes
Question forms can be constructed using words, punctuation or vocal tone.

Familiar language refers to language that learners have encountered before through previous learning or experiences and can draw on to support understanding and communication.

Familiar patterns are repeated structures using familiar language.</td><td colspan="2">Notes
Tone refers to the pitch, mood or emotional quality of language.

Structured interactions are supported by familiar routines, prompts, scaffolding and models.

Visual support can come from pictures, objects, actions and environment.</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td rowspan="4">Second Level</td><td colspan="2">Understand: People interact to share information and create meaning with others in predictable situations.</td><td colspan="2">Understand: People choose language to fit the situation when interacting.</td></tr>
<tr><td>Know:
Exchanging information involves taking turns using basic language to form expressions and questions.

A range of familiar interaction and transaction patterns support communication in different situations.</td><td>Do:
Ask questions and respond appropriately to what others have said in predictable situations, using familiar language.</td><td>Know:
Basic language supports interaction in familiar situations.

Adding detail to responses extends interaction.</td><td>Do:
Choose basic language to ask for and give information, adding detail to extend responses.</td></tr>
<tr><td colspan="2">Notes
Interaction and transaction patterns are language sequences involving more than one participant, such as asking and answering questions, making a request, transactions or following instructions.</td><td colspan="2"></td></tr>
<tr><td colspan="4"></td></tr>
</table>

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<table>
<tr><td rowspan="3">Third Level</td><td colspan="2">Understand: People interact to exchange ideas, opinions and information to develop shared meaning.</td><td colspan="2">Understand: People manage interactions and use strategies to maintain shared meaning, even when there are gaps in language.</td><td colspan="2">Understand: Interaction reflects awareness of audience and context.</td></tr>
<tr><td>Know:
Interacting involves taking turns using simple language to exchange ideas, opinions and information.</td><td>Do:
Express opinions and share ideas or information using simple language across short conversations or exchanges.</td><td>Know:
Turn-taking can involve initiating, responding and extending interaction.

Language can be adapted during interaction to respond to others.

Repair phrases support clarification.</td><td>Do:
Ask for and give information using simple language, adding detail and asking follow-up questions to maintain interaction in familiar contexts.

Use simple language to agree, disagree or ask for clarification, help or repetition.

Adapt simple, familiar language or use strategies to express ideas differently to maintain interaction.</td><td>Know:
Language choice, interaction and transaction patterns vary depending on audience and context.</td><td>Do:
Select and use simple, familiar language for different situations and interactions.</td></tr>
<tr><td colspan="2">Notes
Shared meaning is understanding developed through interaction.</td><td colspan="2">Notes
Strategies are ways to support communication and understanding, such as using gesture, or repeating and rephrasing familiar language.

Repair phrases fix or support communication when meaning is unclear, such as asking for repetition.</td><td colspan="2">Notes
Audience describes the person or group communication is intended for.

Context refers to the setting of language interaction, such as topic or situation.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: People interact to exchange ideas, opinions and information to negotiate meaning in familiar and unfamiliar contexts.</td><td colspan="2">Understand: People adapt language in response to audience, purpose and context during interaction.</td><td colspan="2">Understand: People maintain shared meaning through clarification and expressing ideas in different ways.</td></tr>
<tr><td>Know:
Interacting involves taking turns using straightforward language to exchange ideas, opinions and information.</td><td>Do:
Express opinions and reasons using straightforward language across conversations or exchanges.</td><td>Know:
Language can change during interaction to maintain meaning.

Different forms of interaction and transaction patterns reflect context and audience.</td><td>Do:
Respond to others and develop ideas when interacting.

Maintain interaction in familiar and some unfamiliar contexts.

Adapt language to suit context, audience and purpose.</td><td>Know:
Straightforward expressions clarify and improve meaning in interaction.</td><td>Do:
Express ideas differently to clarify or improve meaning.</td></tr>
<tr><td colspan="2">Notes
Negotiate describes the reciprocal process of working out meaning in an interaction.</td><td colspan="2">Notes
Purpose describes the intent and reason for communication, such as to entertain, inform or give opinions.</td><td colspan="2"></td></tr>
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Strand	**Identity and Belonging** This strand develops learners' understanding of how Scots language, relationships, communities and experiences contribute to identity and belonging. It recognises how Scots reflects individual and collective identity, connects people with place and community and expresses different ways of seeing the world.	
Early Level	**Understand:** People express who they are through their relationships, languages and experiences.	
	Know: People belong to families, groups and communities. People may use Scots alongside other languages or ways of communicating. People have similarities and differences.	**Do:** Share information about themselves. Recognise and make connections between themselves and others.
	Notes Ways of communicating can include non-verbal, verbal and written language, signing or gesture. This may include supports and assistive technology.	
First Level	**Understand:** People's identities connect to their relationships, communities, languages and experiences.	
	Know: People may belong to more than one group or community, linked by shared experience. Scots can contribute to people's identity and sense of belonging.	**Do:** Identify groups and communities they belong to. Describe themselves and familiar people using familiar words and phrases. Recognise similarities and differences in familiar experiences.
	Notes Familiar experiences are experiences that are relevant to learners' everyday lives and learning. They may include contexts such as names, where people live, family, friends, hobbies and interests, languages they use, school and the local community.	
Second Level	**Understand:** Relationships, experiences, languages and communities shape identity and belonging.	
	Know: People may belong to different groups and communities at the same time. People may use different languages or dialects in different communities or situations.	**Do:** Understand and describe identity and belonging through basic language in familiar contexts. Compare different experiences of belonging. Recognise how Scots language and community contribute to identity.
	Notes Experiences of belonging may include belonging to family, friends, school, clubs and other familiar groups or places that are part of learners' everyday lives.	
Third Level	**Understand:** People express identity and belonging in different ways across communities and cultures where Scots is used.	
	Know: People may express different aspects of their identity in different places or communities. Stereotypes may not reflect people's individual identities or experiences. Scots is used in different ways across communities in Scotland. The place and status of Scots within communities have changed over time.	**Do:** Understand and describe identity and belonging through simple language in familiar contexts. Describe and compare similarities and differences in identity across communities where Scots is used. Recognise and question stereotypes through discussion and comparison. Describe how attitudes towards Scots or changes in its status have affected its use in different contexts or communities.
	Notes Exploration may include different Scots-speaking communities and dialects and how attitudes towards and the status of Scots have changed over time, including its historical marginalisation and its place in contemporary Scotland.	
Fourth Level	**Understand:** Identity and belonging reflect diverse lived experiences and may be expressed differently across and within communities and contexts.	
	Know: People within the same community may have different identities and diverse experiences.	**Do:** Understand and describe identity and belonging through straightforward language in familiar contexts.

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	People may express different aspects of their identity through different languages or across different contexts. Historical and social factors have influenced the place, use and status of Scots across communities.	Compare diverse experiences and expressions of identity and belonging across and within communities and contexts where Scots is used. Explain how selected historical or social factors have influenced the place, use or status of Scots.
	Notes Diverse experiences within and across communities where Scots is used may include differences in place, generation, dialect, language use and people's relationships with Scots.	

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Strand	**Perspectives and Worldviews** This strand develops learners' understanding of how experiences, cultures and values influence the way people interpret the world. It explores how Scots language and cultures provide insight into different viewpoints and support respectful engagement with the perspectives of others.	
Early Level	**Understand:** People can think, feel and experience things in different ways.	
	Know: Language is used to share thoughts and feelings. People can have different thoughts, feelings and responses to the same situation.	**Do:** Share thoughts and feelings. Listen and respond to others' thoughts and feelings. Recognise that others may think or feel differently.
First Level	**Understand:** People's experiences can affect what they think, feel and find important.	
	Know: Experiences can influence opinions and preferences. People may share similar or different experiences. People may agree or disagree about the same thing.	**Do:** Understand and share information about experiences, opinions and preferences using familiar words and phrases. Recognise similarities and differences in familiar viewpoints.
	Notes Familiar viewpoints are opinions and preferences about familiar experiences. These may include likes and dislikes, favourite activities, routines, food, hobbies and celebrations.	
Second Level	**Understand:** People's perspectives are shaped by their experiences, communities and cultures.	
	Know: People and communities may hold similar or different perspectives about the same issue or experience. Similar experiences do not always lead to the same perspective.	**Do:** Understand and respond to other people's perspectives using basic language. Express and compare different perspectives using basic language.
Third Level	**Understand:** Experiences, communities and cultures can affect how people interpret the same situation.	
	Know: Perspectives can vary within and across communities where Scots is used. People may interpret the same event or experience differently.	**Do:** Understand and respond to other people's perspectives through simple language. Identify how experiences, communities or cultures may shape perspectives. Express and compare perspectives using simple language. Identify and compare different interpretations of situations using texts and interaction.
Fourth Level	**Understand:** Values and experiences shape perspectives and worldviews.	
	Know: Values and experiences affect how people understand and respond to situations. Communities and cultures may prioritise different values or experiences. Perspectives and worldviews can differ within and across Scots communities and can change over time.	**Do:** Understand and respond to other people's perspectives through straightforward language. Express and compare perspectives using straightforward language. Compare how values and experiences can shape different perspectives and worldviews.

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Strand	**Cultures and Traditions** This strand develops learners' understanding of the cultures and traditions associated with Scots language and communities. It highlights how customs, beliefs and cultural practices reflect communities, evolve over time and contribute to Scotland's cultural life.	
Early Level	**Understand:** People explore cultures and traditions when learning Scots.	
	Know: People, families and communities may communicate, celebrate or do things in different ways. Cultural experiences reflect people's ways of life.	**Do:** Identify familiar celebrations, routines and traditions when named or shown. Make connections between their own cultural experiences and Scots culture and traditions.
	Notes Cultural experiences can include songs, stories, games, food, clothing or media. Routines and traditions can include greetings, birthdays, songs, classroom routines or shared celebrations.	
First Level	**Understand:** Places, communities and languages contribute to people's traditions and cultural experiences.	
	Know: Cultures can include traditions, celebrations, food, clothing, music and daily life. Festivals, celebrations or traditions reflect places, communities or cultures. Scots language and cultures connect through songs, stories, celebrations and everyday cultural experiences.	**Do:** Identify key features of a celebration, routine or cultural experience in a place or community where Scots is used. Recognise and name familiar cultural items, places or activities linked to places or traditions using words or phrases.
	Notes Cultural items can include flags, landmarks, objects, clothing or images connected to places or traditions.	
Second Level	**Understand:** People mark important events through festivals and celebrations in similar or different ways across places and communities where Scots is used.	
	Know: Places and communities value aspects of culture differently, such as food, music, clothing, sport or celebrations. Festivals and celebrations are linked to different times of the year, important events and/or religions. Similarities and differences exist across cultures and traditions.	**Do:** Identify and describe features of festivals and celebrations in places and communities where Scots is used. Identify and describe when routines, celebrations or events take place in short texts or exchanges. Identify similarities and differences between familiar traditions or routines.
	Notes Places and communities can include countries, regions and areas where Scots is used and which influence people's experiences, identities and cultures. Similarities and differences may include those in celebrations, routines, food, clothing or activities.	
Third Level	**Understand:** Festivals, traditions and celebrations reflect the history, beliefs and ways of life of communities where Scots is used.	
	Know: Festivals, traditions and celebrations are reflected in language and connect to history, beliefs or everyday experiences. Festivals, traditions and celebrations reflect local context and vary across places, groups or communities where Scots is used. Scots festivals, traditions and celebrations can change over time.	**Do:** Identify similarities and differences in festivals, traditions and celebrations across different contexts where Scots is used. Describe how a familiar festival, tradition or celebration has changed over time.
	Notes Change can include changes in celebrations, routines, clothing, food, language or activities across generations or communities.	
Fourth Level	**Understand:** Cultures and traditions reflect the diversity of experiences within and across communities where Scots is used.	
	Know: Cultures and traditions reflect the diversity within local contexts, communities and experiences.	**Do:** Recognise diversity in traditions and experiences within familiar cultural contexts.

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	People within the same culture or community have different traditions and experiences. Scots culture reflects both traditional and contemporary ways of life.	Identify ways that place, community or experience can influence cultures and traditions. Give brief reasons why traditions, events or activities may be important. Compare similarities and differences within and across cultures or communities.
	Notes Diversity of experiences can include differences in traditions, routines, beliefs or celebrations within the same community or place.	

Strand	**Pattern and Structure** This strand develops learners' understanding of how Scots is organised to create meaning. It examines how patterns and relationships within and across languages support understanding, communication and language learning.			
Early Level	**Understand:** People use patterns in languages to help work out meaning.			
	Know: Languages contain patterns in the sounds, words and short phrases people use. Listening to and repeating words and short phrases helps people notice patterns in sounds.	**Do:** Recognise and copy repeated patterns from songs, rhymes or routines. Match familiar language patterns to meaning using visual or contextual support.		
	Notes Visual or contextual support can come from pictures, objects, actions and surroundings.			
First Level	**Understand:** Patterns in languages help people to work out and create meaning in familiar contexts.			
	Know: Words can be combined using familiar patterns to build phrases, texts and interactions. Some patterns are used regularly in different situations. Changing one element of a phrase can change meaning.	**Do:** Recognise and use familiar patterns in words and phrases in short texts and interactions. Identify pattern changes in words and phrases.		
Second Level	**Understand:** Basic language patterns help to organise meaning and can be adapted to support understanding and clear expression.			
	Know: Basic language patterns can be adapted for different situations. Order of words or written symbols can affect meaning. Linking features can combine or extend basic ideas and provide structure for texts and interactions.	**Do:** Recognise and use basic language patterns in texts and interactions. Use word or symbol order to interpret meaning. Adapt patterns to express different ideas in familiar contexts. Combine or extend basic ideas using linking features.		
	Notes Written symbols can be letters, pictograms, characters, numbers or punctuation marks which represent language. Linking features can be connectives or punctuation that join ideas or information in texts.			
Third Level	**Understand:** People use pattern and structure to understand and express a range of ideas and opinions in texts and interactions.		**Understand:** Relationships between languages can be seen through similarities and differences in their features.	
	Know: Simple language patterns can be used to build sentences and communicate clearly.	**Do:** Recognise, select and adapt patterns and structures in texts and exchanges to communicate with clarity.	**Know:** Scots shares words and language features with other languages.	**Do:** Identify similarities and differences between Scots and other languages.

<table>
<tr><td rowspan="3"></td><td>Word forms can change to show time or grammatical relationships.

Linking features connect ideas across sentences to structure texts using simple language.

Simple patterns can be adapted to express different meanings.</td><td>Identify how changes in form affect meaning.

Use simple patterns to produce linked sentences.

Adapt familiar simple patterns to express new ideas.</td><td>Historical contact and influence between Scots and other languages can be seen in shared words and language features.</td><td>Describe what these can show about relationships between languages.

Describe how a linguistic influence has contributed to Scots.</td></tr>
<tr><td colspan="2">Notes
Word forms are versions of a word where spelling or pronunciation changes.

Grammatical relationships describe a connection between words, such as an adjective agreeing with a noun.</td><td colspan="2">Notes
Language features can include vocabulary, place names, spelling, pronunciation or other patterns that show similarities or differences between languages.</td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Language patterns and structures can be selected and adapted to suit purpose, audience and context.</td><td colspan="2">Understand: Relationships between languages reflect how languages develop and influence one another over time.</td></tr>
<tr><td>Know:
Straightforward language patterns support organising ideas to suit purpose, audience and context.

Linking features structure ideas across longer texts and interactions containing straightforward language.</td><td>Do:
Recognise, select and adapt straightforward patterns and structures across texts or interactions.

Adapt familiar straightforward language patterns to suit purpose, audience and context.

Link straightforward ideas across longer texts and interactions using a range of structures.</td><td>Know:
Historical contact between languages has contributed to the development and variation of contemporary Scots.

Patterns in vocabulary and other language features can provide evidence of relationships between Scots and other languages.</td><td>Do:
Explain what similarities and differences between Scots and other languages can show about their relationships.

Explain how selected linguistic influences have contributed to contemporary Scots.</td></tr>
<tr><td colspan="2"></td><td colspan="2">Notes
Historical contact refers to contact between language communities over time which can influence how languages develop.</td></tr>
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Strand	**Pronunciation and Writing Systems** This strand develops learners' understanding of how sounds and written forms represent Scots. It explores how Scots pronunciation and spelling variation support meaning, communication and language learning.	
Early Level	**Understand:** Languages use sounds and written symbols to communicate meaning.	
	Know: Languages can be spoken or written to represent meaning. Repetition helps people recognise and reproduce familiar sounds in language.	**Do:** Recognise and join in with familiar sounds in songs, rhymes or routines.
	Notes Written symbols (see other strand).	
First Level	**Understand:** Languages use combinations of sounds and written symbols that people can recognise and reproduce.	
	Know: Scots contains recurring sounds and spelling patterns. Some sounds or spelling patterns in Scots are new or different from the languages people already know. Spoken language has patterns of rhythm.	**Do:** Copy or repeat familiar sounds or written forms in words and phrases. Recognise familiar sounds or symbols in different words and phrases. Join in with familiar rhythms in songs, rhymes or routines.
	Notes Rhythm is the pattern and flow of spoken language created through stress, timing and repeated sounds.	
Second Level	**Understand:** Languages use pronunciation and writing systems to help people communicate meaning.	
	Know: Different languages organise pronunciation and writing systems in different ways. Scots pronunciation and spelling follow recognisable patterns which support understanding unfamiliar language. Features such as intonation, tone, stress or orthography affect meaning.	**Do:** Recognise patterns in Scots pronunciation and spelling to work out unfamiliar language. Use pronunciation and spelling patterns to understand and reproduce Scots. Use features such as intonation, tone, stress or orthography to support meaning and communication.
	Notes Intonation describes variation in pitch particular to a language, for example a rising intonation can indicate a question in some languages. Tone changes the pronunciation and meaning of a word or phrase. Spelling in Scots can vary between and within dialects. Learners are not expected to adopt a particular dialect or replace familiar forms with those from another variety.	
Third Level	**Understand:** People use knowledge about pronunciation and writing systems to communicate clearly and accurately.	
	Know: Scots pronunciation and spelling conventions support clear and accurate understanding and expression.	**Do:** Use knowledge of Scots pronunciation and spelling conventions to support clear communication in simple language. Review and adapt pronunciation or writing to support clear communication when using simple language.
Fourth Level	**Understand:** People use knowledge about pronunciation and writing systems to support the development of accuracy and control of language across familiar and unfamiliar contexts.	
	Know: Pronunciation and writing systems are structured and systematic. Scots pronunciation and spelling have recognisable patterns and conventions, with variation within and across dialects. Increasing consistency in pronunciation and spelling support fluency and control.	**Do:** Use Scots pronunciation and spelling with increasing accuracy and consistency when using straightforward language. Use knowledge of Scots pronunciation and spelling to understand, adapt and review straightforward language in familiar and some unfamiliar contexts.

	Notes Fluency describes the ability to communicate with ease and confidence in Scots. Fluency does not require complete accuracy and is not dependent on extensive vocabulary. Control is the ability to manage and maintain communication in Scots by applying known vocabulary, grammar and structures.

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<table>
<tr><td>Strand</td><td colspan="4">Language Learning Strategies

This strand develops learners' understanding of the strategies, tools and approaches that support successful Scots language learning. It emphasises how strategic thinking, reflection and the purposeful use of resources support independence, problem-solving and the transfer of learning across languages.</td></tr>
<tr><td rowspan="3">Early Level</td><td colspan="4">Understand: Learning a language develops through participation, practice and using clues.</td></tr>
<tr><td colspan="2">Know:
Taking part and trying things out builds confidence in using language.

Repeating and copying help sounds and words to become familiar.

Visual support provides clues about meaning.</td><td colspan="2">Do:
Join in with language activities, such as songs, rhymes or chants.

Copy and repeat words and sounds.

Use prompts such as actions, pictures or models to support understanding.</td></tr>
<tr><td colspan="2">Notes
Visual support helps learners to understand language and can come from pictures, objects, actions and surroundings.</td><td colspan="2"></td></tr>
<tr><td rowspan="3">First Level</td><td colspan="2">Understand: Strategies are useful for understanding and remembering language.</td><td colspan="2">Understand: Practising and trying out language helps people build confidence even if they make mistakes.</td></tr>
<tr><td>Know:
Copying and repeating sounds, words and phrases help language to become familiar.

Using language in play supports learning.</td><td>Do:
Copy and repeat sounds, words and phrases.

Practise and try out words and phrases through participation in play.

Use models, word banks or scaffolds to recall, understand and use language.</td><td>Know:
Regular practice helps people remember key words and phrases.

Making mistakes is a normal part of learning a language and helps us improve.</td><td>Do:
Practise and try out words and phrases.

Practise strategies to remember and use different words and phrases.</td></tr>
<tr><td colspan="2">Notes
Play offers learners opportunities to experiment with and use language through exploration, interaction and meaningful engagement.

Models are spoken, written or visual examples that demonstrate how language is used.

Word banks are collections of useful words and phrases that support communication and independence.</td><td colspan="2">Notes
Strategies are approaches that help people understand, remember, use or improve language.</td></tr>
<tr><td rowspan="3">Second Level</td><td colspan="2">Understand: People understand and use language using context, patterns and prior knowledge.</td><td colspan="2">Understand: Different strategies and tools support language learning.</td></tr>
<tr><td>Know:
Context and prior knowledge help people to work out meaning and express their ideas.

Recognising patterns helps people share meaning across topics and contexts.

Similarities between languages we know and the language we are learning can support understanding.</td><td>Do:
Use context, such as images, tone and prior knowledge, to work out meaning in texts containing familiar language.

Identify and use language patterns in familiar topics and contexts.

Identify cognates to support understanding language.</td><td>Know:
Strategies and tools are used in different types of tasks to support understanding and express meaning.

Support, such as dictionaries or digital tools, can be used to review and check meaning.

Talking about what helps people learn is an important part of language learning.</td><td>Do:
Use dictionaries, word banks, sentence frames or digital tools to check meaning or form.

Practise and recall language using familiar strategies.

Try out and reflect on strategies that help us understand and use language.</td></tr>
<tr><td colspan="2">Notes
Context (see other strands).

Language patterns (see other strands).

Cognates are words that look or sound similar in different languages and have the same or a related meaning.</td><td colspan="2">Notes
Digital tools are resources such as online dictionaries, translators and grammar checkers.

Sentence frames (see other strands).</td></tr>
</table>

<table>
<tr><td rowspan="4">Third Level</td><td colspan="2">Understand: Planning language helps people organise and communicate their ideas in talking and writing.</td><td colspan="2">Understand: Grammatical knowledge is a tool that supports accuracy in sharing meaning.</td></tr>
<tr><td>Know:
Planning involves thinking about the words, phrases and structures needed for communicating.

People select, use and adapt language for different contexts and audiences.</td><td>Do:
Create plans for communicating in different contexts and audiences using familiar simple language.

Select and adapt language to communicate ideas to suit different contexts and audiences.</td><td>Know:
Grammatical terms and rules, such as for nouns, verbs and adjectives, help people understand how Scots works.

Reviewing the application of grammatical knowledge helps people to be accurate when using language.</td><td>Do:
Identify grammatical terms and rules to support understanding.

Use key grammatical terms and rules to support accuracy in communication.

Use dictionaries, word banks, sentence frames or digital tools to check function, meaning or form.</td></tr>
<tr><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="3">Fourth Level</td><td colspan="2">Understand: Selecting, adapting and combining tools and strategies supports increasingly independent language use.</td><td colspan="2">Understand: People use knowledge of patterns and groups of words to work out the meaning of unfamiliar language.</td></tr>
<tr><td>Know:
Tools such as dictionaries, grammar references or digital tools support independence.

Strategies, such as skimming and scanning, help us to work around gaps in knowledge.

Different strategies and tools can be combined and applied to communicate and understand language.</td><td>Do:
Use dictionaries, grammar references or digital tools to check meaning or form.

Use a range of strategies, such as skimming and scanning, to understand texts containing unfamiliar language.

Independently select and adapt strategies and tools to support communication.</td><td>Know:
Word families and word patterns help us to understand unfamiliar language.

Inference skills help us to understand language in unfamiliar contexts.</td><td>Do:
Identify word families and patterns across words to understand unfamiliar language.

Use context and known patterns to infer meaning from texts containing unfamiliar language.</td></tr>
<tr><td colspan="2">Notes
Grammar references are tools or resources which support learners to understand, apply and check grammar rules, such as grammar guides, notes or glossaries.

Skimming is engaging with a text quickly to extract the main idea or purpose, without focussing on individual words.

Scanning is engaging with a text quickly to find specific information.</td><td colspan="2">Notes
Word families are groups of words that are related by a shared meaning, pattern or root. Word families can occur within a language, or across multiple languages.

Word patterns refer to elements of words which change meaning or grammatical function. Features of words, such as spelling patterns, often recur across a language and help people work out the meaning of unfamiliar or new words.</td></tr>
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Declaration

The content of this document was written by the author, exercising full professional judgement. Education Scotland approved AI tools were used to support review, clarity and quality assurance. Education Scotland staff retain full responsibility and have reviewed and approved all content.

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Version History

Version	Date	Detail
Version 1.0	4 November 2026	First released

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