**Aberdeenshire**

**Progression Framework**

**Modern Languages**

INTERIM December 2015





**Contents**

**SECTION 1 MODERN LANGUAGES GUIDANCE**

**Page 4 - Introduction**

**Page 5 - Context**

**Page 6 - Skills for Learning, Life and Work**

**Page 6 - Effective Learning and Teaching**

**Page 7 - Effective use of Communication and Information Technology**

**Page 7 - Breadth, Challenge and Application**

**Page 9 - Aberdeenshire’s Learning Teaching and Assessment: Professional Curriculum Tool**

**Page 10 - Monitoring Progress and Achievement**

**Page 10 - Benchmarks**

**SECTION 2 PROGRESSION FRAMEWORK**

**Page 13 - Guidelines for using the Framework**

**Page 14 - Modern Languages Significant Aspects of Learning**

**Page 15 - Summary of Outcomes and surrounding expectations**

**Page 17 - Listening and Talking Progression**

**Page 21 - Reading Progression**

**Page 25 - Writing Progression**

**Page 27 - Benchmarks**

**Page 29 - Continuum for Learning**

**Page 30 - Skills Development**

**Page 31 - Learning, Teaching and Assessment: Professional Curriculum Tool**

**Aberdeenshire**

**Progression Framework**

**Modern Languages**

**Section One**

**Guidance**

INTERIM December 2015

**Introduction**

The ***Aberdeenshire Progression Framework for Modern Languages***sets out a clear progression for knowledge and understanding and related skills, from the Curriculum for Excellence and associated significant aspects of learning which are:

* **Listening and Talking;**
* **Reading;**
* **Writing.**

The progression framework sets out a continuum of learning through CfE Early Level to the end of the Broad General Education (Third/Fourth Levels). The progression framework is intended to assist teachers in their learning and teaching approaches as they plan curriculum and assess evidence of learning.

It is necessary to have a coherent approach to planning the curriculum, learning, teaching and assessment in which teachers’ practice embraces the following.

**Four contexts**

* Ethos and life of the school
* Curriculum areas and subjects
* IDL
* Opportunities for personal achievement

**Seven design principles**

* Challenge and enjoyment
* Breadth
* Progression
* Depth
* Personalisation and choice
* Coherence
* Relevance

**Four capacities**

* Successful learners
* Confident individuals
* Effective contributors
* Responsible citizens

The aims of the framework are to:

* support and enhance planning and assessment, based on skills, knowledge and understanding;
* provide staff with a structured progression for learning and teaching;
* enable the sharing of standards within schools, clusters and across Aberdeenshire;
* enable the developing of skills for learning, life and work;
* facilitate the process of monitoring learners’ progress and achievement.

**Context**

Today’s children are growing up in a multilingual world and the ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part as global citizens.

The Scottish Government’s policy, [Language Learning in Scotland: A 1+2 Approach](http://www.scotland.gov.uk/Publications/2012/05/3670), is aimed at ensuring that every child has the opportunity to learn a modern language from P1 onwards.

Additionally, each child should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020.

Individual primary schools need to start building capacity for the teaching of two languages in addition to English now. In particular, schools need to develop the necessary high level of staff confidence in teaching a modern language to young children.

By the time they begin their study of a modern language, learners will have acquired their home language(s) and will have begun to study English in a school context. Both primary and secondary teachers are in an ideal position to help children and young people to reflect on what they have already achieved in English and in other home or community languages (for example, how to listen, speak, read, write and how to understand phonics), and how this will help them to learn a new language. However, the learning of a new language also provides the opportunity to help learners to reflect on their first language and actively seek comparisons between the features of their first and second languages.

This document builds on the Principles and Practice paper which provides the educational rationale which underpins the right of all children and young people to enjoy and benefit from the experience of learning a modern language until the end of their Broad General Education. This rationale can be summarised under three headings:

***Communicative competence***

* + Develop the ability to communicate thoughts and feelings and respond to those of other people
  + Develop a high level of skills in listening, talking, reading and writing which are essential skills for learning, life and work
  + Use different media effectively for learning and communication.

***The interconnected nature of languages****:*

* + Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages
  + Exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments.

***Active citizenship***

* + Enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language
  + Develop competence in different languages so that they can understand and communicate including, for some, in work settings.

To underpin the development of these high level attributes and capabilities, teachers and learners will focus on developing the knowledge and understanding, skills, attributes and capabilities in listening and talking, reading and writing in a modern language which are detailed in the Experiences and Outcomes.

Learners will develop and extend their understanding of how language works and of the similarities and differences between languages; they will draw on this knowledge as they use modern languages to communicate effectively and reflect on their learning. They will enhance their understanding and enjoyment of their own and other cultures and societies through listening and talking with other young people and through reading, listening to, and responding to a wide range of texts. As they do so, they will be afforded opportunities to develop skills for learning, life and work such as working with others, creativity, problem solving and presenting information.

**Skills for learning, life and work**

All of our young people from the early stages onwards in schools are entitled to opportunities to develop their skills in learning, life and work. The development of these skills is essential to life-long learning. This will enable young people to become flexible and adaptable as they progress into adulthood. Furthermore, this will enhance the development of resilience, self-esteem and confidence that they will require to flourish in the future.

Skills should be developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the Curriculum for Excellence Experiences and Outcomes. As such they are the responsibility of all pre-school, school and college staff, professionals and adults working with children and young people.

[*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](http://www.educationscotland.gov.uk/thecurriculum/howdoyoubuildyourcurriculum/curriculumplanning/whatisbuildingyourcurriculum/btc/btc4.asp)

Learning another language enhances literacy skills and also provides a stimulating context for the development of thinking and research skills as learners progress. Exploration of the cultural contexts for language learning provide an opportunity for the development of presentation, interpersonal and leadership skills, along with those needed to work effectively with others.

**Effective Learning and Teaching**

Evidence suggests that young children learn languages more easily than older learners in terms of mental flexibility and the ability to focus on the input they receive. It is also true that children need to be exposed to sufficient quantities of engaging input in order to learn (and maintain) another language. In general, this will be easier to deliver from the primary stage but it is important to be realistic about what can be achieved in a situation of limited resources and limited exposure to the target language. However, there is a substantial body of evidence to indicate that lowering the age of access to other languages can have beneficial effects on monolingual children's awareness of languages and enhance their natural curiosity. The learning of one language can lead to an enhanced readiness to learn further languages at a later stage and can help foster positive attitudes towards other languages and cultures.

Learning through the languages area of the curriculum enables children and young people to:

* develop their ability to communicate their thoughts and feelings and respond to those of other people;
* develop the high level of skills in listening, talking, reading and writing which are essential for learning, work and life;
* use different media effectively for learning and communication;
* develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages;
* exercise their intellectual curiosity by questioning and developing their understanding, and use creative and critical thinking to synthesise ideas and arguments;
* enhance their enjoyment and their understanding of their own and other cultures through literature and other forms of language;
* develop competence in different languages so that they can understand and communicate including, for some, in work settings.

*Building the Curriculum 1*

As part of ’Language Learning in Scotland: A 1+2 approach,’ children will begin learning their first additional language from primary 1. The focus here will be to embed the target language through class daily routines, such as register taking, school lunch checks, songs and rhymes as well as building on learners’ natural curiosity about language and moving onto appropriately challenging contexts for language learning etc.

At early and at first levels, children will be developing generic skills in their first language. These include taking part in conversations, developing listening, reading and writing skills and knowledge about language. All of these are relevant to learning other languages. Teachers will build on children’s natural curiosity for sounds and words, and their strong desire to communicate by planning activities which include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme. In this way, children can begin to be enthusiastic and confident language learners.

Whenever they start their learning of another language, children need to experience success by taking part in practical activities that they can enjoy. Language learning is greatly enhanced where it is linked to or embedded in the wider curriculum so that children and young people can enjoy exploring and using language in meaningful contexts and can relate their language learning to other work across the curriculum. Very importantly, teachers can make great use of opportunities to link language learning with progress in English, Gàidhlig and with other languages. From P5 at the latest, children will begin learning a second additional language (L3). This can be delivered in a number of ways and will enable children to explore and experiment with sound patterns and make links and comparisons between languages, including languages used in the school community.

The outcomes embody an appropriate level of proficiency at each level but do not place a ceiling on achievement. The range of experiences within the framework allows for different rates of progression.

**Effective use of information and communications technology (ICT) helps to improve learning and teaching.**

*Curriculum for Excellence* offers an opportunity to further develop learning and teaching experiences that are relevant and enjoyable. This includes making effective use of information and communication technology to enhance teaching and learning, and to provide real-life contexts that motivate children and young people and help them to see a purpose to their language learning. Technology can be used

to enhance the development of listening and talking skills, foster learner independence and develop cultural awareness and understanding. Online research by teachers and learners alike will help them to develop their knowledge, understanding and appreciation of the culture surrounding the language which they are learning, and the use of ICT can bring them directly into contact with people from around the world.

**Co-operative Learning**

In Aberdeenshire, we endorse Co-operative Learning as one of the research based approaches which has a positive impact on learning.

Research has shown that co-operative learning provides a rich context for learners to develop personal and social interaction in reaching learning goals and in nurturing personal confidence. For co-operative learning to take place there requires to be:

* Positive Interdependence
* Individual Accountability
* Social Skills
* Face to Face Interactions
* Group Processing

The context of a co-operative learning task sets a core learning goal together with a social goal to allow young people not only to know when they are succeeding in their learning but also how their contribution has helped the group reach their goal. Co-operative learning has shown to be an effective tool in supporting the delivery of many aspects of literacy and English.

**Breadth, challenge and application**

**What do breadth, challenge and application look like in modern languages?**

Well‐planned learning, teaching and assessment of a modern language provide opportunities across the significant aspects of learning for learners to enjoy breadth, challenge and the application in new and unfamiliar contexts of what they have learned. Learners should take an active part in planning, managing and assessing relevant and challenging learning experiences across the curriculum which will support them in developing the understanding and skills which are embedded in the significant aspects of learning.

***Breadth***

Learners will have opportunities to achieve in the significant aspects of learning in modern languages when they:

• communicate and collaborate across learning in listening, talking, reading and writing;

• show an increasing awareness of language rules, including knowledge about language;

• engage with a broad range of texts, fiction and non‐fiction, from a variety of media;

• extend and enrich their use of vocabulary.

***Challenge***

Learners will demonstrate their achievement through meeting challenges in terms of increasing:

• independence and reduced level of support, including peer/teacher support and support from resources such as writing frameworks, wordlists and dictionaries;

* length and complexity of text and task in listening and reading;
* length, complexity and accuracy of response in talking and writing;
* confidence in taking the initiative (including asking for help) and sustaining communication.

Challenges in modern languages will involve learners engaging with a wider range of language, some of which will be unfamiliar or in unfamiliar contexts. Learners can, for example, be challenged by the use of open-ended questioning or through engagement with texts where there is some degree of unpredictability.

***Application***

As learners develop understanding and skills in modern languages, they can apply these in a wide range of situations which are new and unfamiliar and so extend the purposes for which they produce language. Application develops communicative competence and knowledge of language as well as global citizenship and understanding.

These situations may include, for example:

• presentations, debates, role-plays, simulations and performances within the classroom;

• events in the life of the school such as assemblies and celebrations;

• major international sporting and cultural events ;

• interdisciplinary learning involving for example, social studies, religious and moral education or religious education in Roman Catholic schools, health and wellbeing, food and nutrition, citizenship, conservation, the rights of the child;

• the use of authentic modern language material, including that provided through digital media, from relevant countries.

When teaching for effective learning reference should be made to Aberdeenshire’s *Learning Teaching and Assessment*: *Professional Curriculum Tool* which outlines guidance for teachers in supporting the principles of ‘*Assessment is for Learning*’.

***Clear, relevan*t and measurable definitions of *success criteria.* *Learners involved in creating them in pupil language.***

***Standards and expectations for***

***planned learning***

**The Learner**

**Planning together for**

**learning, teaching and assessment**

**Key**

**Success Criteria**

**Learning Intentions**

**Professional Practice**

*features of effective professional practice*

***A range of appropriate evidence***

**Learning Experiences**

***Rich experiences planned to take account of the Es and Os and the design principles***

**The Learner**

**Evidence**

**Professional Action**

*professional actions for improvement*

***Timely and effective feedback supports the planning of pupils’ next steps in learning***

***Collaborative approaches to evaluate the evidence of learning***

***Assess: Progress***

***Assess: Breadth, challenge, application***

**Assessment Approaches**

**Feedback and Next Steps**

**Evaluate Learning**

***Learning Teaching and Assessment: Professional Curriculum Tool***

**This tool can be used**

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks.
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

**Key references used in this resource**

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 2000

**MONITORING PROGRESS AND ACHIEVEMENT**

Assessment of progress in *Modern Languages* will focus on judgements about the success of children and young people in developing key *Modern Language* skills:

* extending and using their vocabulary;
* increasing their comprehension of the written and spoken word;
* developing their understanding of language structures and rules;
* and applying these accurately in familiar and new real-life situations.

Assessment approaches should identify the extent to which children and young people can apply these skills in their learning, in their daily lives and in preparing for the world of work.

Progress will be evidenced through children and young people’s growing skills in communication and language learning, in their knowledge about language structure, and in their awareness of social, cultural and geographical aspects. Evidence of progress will be gathered as part of day-to-day learning as well as across the curriculum and it should complement the evidence gathered in discrete *Modern Language* lessons. To achieve this, a shared understanding of expectations is essential. This will ensure consistency of approach in sharing standards.

Learners’ progress should be defined in terms of breadth and depth of achievement. Emphasis should be placed not just on how much, but *how well* they learn.

**BENCHMARKS**

The benchmarks which accompany this framework outline the standards and expectations which will enable schools to identify how their learners are performing at each year stage. In other words, the benchmarks for *Modern Languages* set out what can reasonably be expected of most pupils by the end of each year of schooling.

Effective benchmarking of standards and expectations for *Modern Languages* needs to be a systematic and rigorous process which:

* starts with the identification of benchmark measures that define the “good standard” against which comparison can be made;
* involves some investigation and/or analysis of the processes and practices that underlie that good performance;
* identifies and/or shares good or excellent practice that school(s) can learn from and use to drive improvement.

By specifying the essential indicators of “good” performance, the benchmarks which accompany this framework will enable schools to:

* indicate how their learners are performing;
* understand how they and their learners perform in comparison to other learners;
* compare performance across schools and year-on-year.

**Benchmarking for Improvement**

The purposes of the benchmarks for *Modern Languages* are to:

* promote quality teaching and learning in the classroom;
* nurture success for all students;
* assist teachers and schools in monitoring and tracking student progress;
* evaluate the success of teaching and learning programmes;
* inform next steps for learners and their learning;
* target/identify students who need additional support;
* report to pupils and families;
* identify appropriate professional development for staff.

Within the modern languages framework young people will demonstrate their progression as they move through levels in terms of:

* increasing independence and reduced level of support, including peer or teacher support, and support through wordlists and dictionaries
* increasing length and complexity of text and task in listening and reading
* increasing length, complexity and accuracy of response in talking and writing
* new areas of language content and language use (personal, transactional, language related to the world of work and to the culture of the countries in which the language is spoken)
* increasing awareness of language rules, including knowledge about language
* increasing confidence in taking the initiative (including asking for help) and sustaining communication.

**Aberdeenshire**

**Progression Framework**

**Modern Languages**

**Section Two**

**Progressions**

INTERIM Dec 2015

**GUIDELINES FOR USING THE PROGRESSION FRAMEWORK**

This framework sets out a clear progression for skills, knowledge and understanding from the following Curriculum for Excellence Modern Languages ***Significant Aspects of Learning:***

The purpose of this document is to offer a continuum of learning through to the end of the Broad General Education (CfE Early – Third/Fourth Levels). The progression is intended to assist teachers as they plan their literacy curriculum and assess evidence of learning.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| **First** | To the end of P4, but earlier or later for some. |
| **Second** | To the end of P7, but earlier or later for some. |
| **Third and Fourth** | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice. Young people's programmes will not include all of the fourth level outcomes. |

**The aims of the Progression are to:**

* ***enhance planning and assessment;***
* ***provide staff with a framework to promote progression in learning and teaching;***
* ***enable the sharing of standards within schools and across school clusters.***

The document is structured using each of the Literacy and English significant aspects of learning. These are then sub-divided further using Curriculum levels and the CfE Experiences and Outcomes. The core learning statements from Education Scotland’s progression framework for Literacy and English can be found at the beginning of each section of the three Significant Aspects of Learning. The document details the learner’s progression within and through each of the Levels.

**Modern Languages**

**Significant Aspects of Learning**

**(SALs)**

**Listening and Talking**

**Reading**

**Writing**

* **Organising & using information**
* **Using Knowledge about language**
* **Finding & using information**
* **Reading to appreciate other cultures**
* **Reading for interest & enjoyment**
* **Using Knowledge about language**
* **Listening for Information**
* **Listening & talking with others**
* **Organising & Using Information**
* **Using Knowledge about language**

**Sub Divisions**

Progression in the significant aspects of learning of Modern Languages will be evidenced as practitioners and children and young people gather, observe and reflect on evidence of learners’ progression in knowledge and understanding, skills, attributes and capabilities in:

* understanding and using a range of vocabulary
* understanding and using more complex sentences
* understanding and using a variety of spoken language
* producing oral responses and talks of greater length, complexity and accuracy
* understanding and using a range of texts
* deploying a range of reading strategies
* producing language for a variety of purposes
* producing written language with increasing complexity and accuracy.

**Summary of Outcomes and surrounding expectations**

**The first level outcomes are fewer in number and reflect the early stages of language development, where the emphasis is on oral and aural skills. The information below is a guide to some of the expectations of each skill at first and second level.**

[**Listening for information**](file:///C:\Users\dmasson\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\RIZAEBJ0\LANGUAGES%20LADDER\LANGUAGES%20LADDER%20LISTENING.doc)

The expectation in this skill at first level in the L2\* ( first additional language) is that children will be able to understand and take part in daily routines and respond verbally and non-verbally to simple instructions, which are embedded through frequent repetition and support from the class teacher. They will be able to explore the language they are learning through songs, stories and rhymes.

(e.g.MLAN 1-01a ; MLAN 1-01b)

The expectation at second level is that children will be able to understand an increasing range of everyday expressions relating to personal details and classroom instructions (familiar language) and enjoy listening to a story, song or poem to engage their interest,(e.g.MLAN 2-01a). They may need to listen several times to get the information they require depending on how fast and how clearly the speaker talks.

This ensures opportunities to build on literacy skills already being developed in English.( For advice on the role of Gaelic Medium Education please refer to [The Role of Gaelic Education 3-18 in 'Language Learning in Scotland: A 1+2 Approach'](http://www.educationscotland.gov.uk/resources/g/gaeliceducation/gme.asp?strReferringChannel=resources&strReferringPageID=tcm:4-825704-64))

**[Listening and talking with others](C:\\Users\\dmasson\\AppData\\Local\\Microsoft\\Windows\\Temporary Internet Files\\Content.Outlook\\RIZAEBJ0\\LANGUAGES LADDER\\LANGUAGES LADDER SPEAKING.doc)**

At first level, the expectation is that children will be able to take part in simple conversations to share information using familiar language and basic structures.( e.g. MLAN 1-02a; MLAN 1-02b)

From second level onwards, learners will take part in conversations (e.g. MLAN 2-02a/MLAN 2-03b), in collaborative / transactional situations (e.g. MLAN 2-05b) and in presentations (e.g. MLAN 2-06a/MLAN 2-06b), while being able to ask for help and support as necessary (e.g. MLAN 2-04a) and while ensuring pronunciation is sufficiently accurate to be understood by a sympathetic native speaker (e.g. MLAN 2-07b).

The expectation at second level is that learners will be able to give a short presentation about themselves, take part in simple conversations and transactions, and read aloud a simple text. Their pronunciation will not always be completely accurate but their meaning will be clear.

**Reading**

At first level, children will be able to demonstrate understanding of simple texts and environmental print. They should begin to develop strategies to link the written and spoken word. With support, learners will be begin to use illustrated word-banks and other similar resources.(e.g.MLAN 1-11a**)**

From second level, learners will read text in order to use and find information (e.g. MLAN 2-08b), to appreciate other cultures (e.g. MLAN 2-09a) and for interest and enjoyment (e.g. MLAN 2-10a), while developing a range of reading strategies including the use of dictionary (e.g. MLAN 2-11a), knowledge of English and, possibly, other languages with which they are familiar (e.g. MLAN 2-11b/MLAN 2-11d) and knowledge of the target language (e.g. MLAN 2-11c).

At second level, children will be able to understand the main points from a short written text presented in traditional print form or electronically and draw upon a range of support including glossaries, word- lists, peer and teacher support.

**Writing**

At first level the expectation is that children will begin to experiment with writing in L2\* in any appropriate form and will be able to build on the writing skills they use in English. This will be by primary 4 for most but earlier for some.

(For advice on the role of Gaelic Medium Education, please refer to: [The Role of Gaelic Education 3-18 in 'Language Learning in Scotland: A 1+2 Approach'](http://www.educationscotland.gov.uk/resources/g/gaeliceducation/gme.asp?strReferringChannel=resources&strReferringPageID=tcm:4-825704-64))

The expectation at second level is that learners will be able to write a few sentences about themselves and others using expressions which they have already learned and, with support, including writing frames, peer and teacher input, demonstrate an awareness of the writing system of the L2\*.

Across all levels, learners will write in order to describe themselves and exchange straightforward information (e.g. MLAN 1-13a. MLAN 2-13b).From second level onwards, learners will be developing an increasing awareness of the accuracy required in writing information previously used in speaking (e.g. MLAN 2-14a).

\* Note these experiences and outcomes may also be used to benchmark progress in L3 – the second additional language.

**Listening and Talking**

**Progression**

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): LISTENING AND TALKING** | | |
| *Listening for information* | **First Level** | |
| I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally  **MLAN 1-01a**  I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression.  **MLAN 1-01b**  I can listen to and show understanding of language from familiar voices and sources.  **MLAN 1-01c** | * I can repeat single words accurately. I can anticipate and complete lines in familiar rhymes/songs. * I am beginning to recognise patterns and sounds I hear in songs and rhymes and am able to mimic some of them * I am developing an awareness of similar and different sounds to my own language. * I can make a one word response in daily routines to demonstrate my understanding. e.g. register * I can follow instructions with encouragement. * I can repeat and mimic simple words and phrases with variable accuracy. * I can repeat greetings, using appropriate accompanying gesture. * I am beginning to understand simple words and phrases with support from visual prompts and mime. | * I can demonstrate my understanding of songs and games for example through mime and actions. * I can demonstrate my understanding of instructions by responding appropriately e.g. getting into groups, lining up or finding a partner. * I can repeat and mimic words and simple phrases with increasing accuracy. * I can use greetings independently with increasing accuracy and confidence. * I can recognise and respond to information shared by the teacher and my peers. * I can listen to familiar information and use it to carry out tasks effectively. |
|  | **Second Level** | |
| I explore the patterns and sounds of language and take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.  **MLAN 2-01a, MLAN 2-01b**  I can listen to and show understanding of familiar instructions and language from familiar voices and sources.  **MLAN 2-01c** | * I can listen to, understand and join in with routines and games. * I can respond confidently to familiar greetings with no prompting. * I can initiate the conventions of greeting with variable accuracy and approximate intonation.   I can understand class routine and instructions with some support from mime, gesture and visual prompts. .   * I can give basic instructions with prompting. | * I can demonstrate understanding of more complex routines, and word games through my actions and responses. * I can participate in simple role play confidently. * I can initiate the conventions of greeting with confidence, accuracy and appropriate intonation. * I can react confidently and accurately to instructions in the target language with minimal repetition. * I can give spontaneous instructions with minimal support. * I can understand and respond to class routine language and instructions with minimal support. * I can listen to new information and use it to carry out tasks effectively. |

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): LISTENING AND TALKING** | | |
| *Listening and talking with others* | **First Level** | |
| I am beginning to identify key information from a short predictable conversation and react with words and/or gesture **MLAN 1-02a**  I am beginning to share information about myself using familiar vocabulary and basic language structures.  **MLAN 1-02b**  With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**  I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.  **MLAN 1-05a**  I can participate in a range of collaborative activities.  **MLAN 1-05b** | * I can show my understanding through an action and/or a single word. * I share basic information about myself using one word answers often with accompanying gesture. * I can recognise and understand familiar questions in the target language and respond with simple responses and/or gesture with support. * I can join in with songs, poems and stories using gesture and simple language to show understanding. * I can take part in a game that involves the whole class. * I can listen, match, order and process information from familiar language with support/encouragement. | * I can show my understanding through responding with a simple short phrase. * I share basic information about myself using short learned phrases. * I can recognise learned questions, make simple responses and ask familiar questions with increasing independence. * I can perform a familiar learned song with increasing accuracy and approximate intonation. * I can take part in a game by using words and copying. * I can listen, match, order and process information from familiar language with increasing confidence. |
|  | **Second Level** | |
| I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. **MLAN 2-02a**  When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. **MLAN 2-03a**  I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**  I can ask for help confidently using learned phrases and familiar language. **MLAN 2-04a** | * I can ask simple questions using familiar language with some support. * I can take part in a prepared conversation using basic learned responses. * I can enhance my communication with use of appropriate body language. * I take turns when listening and talking in conversations. * I can ask and answer basic questions to make a simple conversation using learned phrases. * I can recognise where new words may be used in familiar sentences. * I can ask for help using simple learned language with reference to display or other visual support. | * I can ask a range of questions in the target language. * I can take part in a prepared conversation using longer or more complex structures. * I can construct a conversation using learned phrases. * I can enhance my communication with use of appropriate intonation and body language. * I can take part in a conversation independently. * I can take part in a more extended prepared conversation without the help of the teacher but with visual support. * I can adapt or extend a prepared conversation. * I can substitute new information in familiar sentence patterns to change meaning * I can ask for help using a range of phrases independently with minimal reference to visual prompts. |
| **Significant Aspect of Learning (SAL): LISTENING AND TALKING** | | |
| *Listening and talking with others cont’d* | **Second Level cont’d** | |
| I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together.  **MLAN 2-05a**  I can participate in familiar collaborative activities including games, paired speaking and short role plays.  **MLAN 2-05b** | * I can listen to and join in with familiar parts of a basic song or rhyme * I can recognise previously learned language in new contexts. * I can lead a small group or whole class game using basic language. * I can participate in a paired speaking activity using familiar language and can role play simple stories. | * I can listen to a more complex song or rhyme and use my listening strategies to interpret meaning. * I can employ strategies to infer meaning of unknown words and phrases in new songs and rhymes. * I can compose a simple song or rhyme using previously learned language. * I can lead a whole class game using more complex instructions and previously learned language. * I lead a group game independently. * I can manipulate the language I have learned to take part in more responsive and complex dialogues. |
| **Significant Aspect of Learning (SAL): LISTENING AND TALKING** | | |
| *Organising and using information* | **First Level** | |
| Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of locations in a country where the language I am learning is spoken.  **MLAN 1-06** | * I am beginning to recognise some simple differences between my own country and another country in which the language I am learning is spoken. * I can name a country where the language I am learning is spoken. * With support I can locate the country on a map / globe / online resource. * I can identify some cultural aspects of a country, e.g. flag, music style, food and drink | * I am expanding my knowledge of countries and cultures where the language I am learning is spoken through short films, picture books and discussion. * I can name more than one country where the language I am learning is spoken. * I can give some geographical information about a country where the language I am learning is spoken. * I can participate in some customs originating from the county where the language I am learning is spoken, e.g. any seasonal festival. |
|  | **Second Level** | |
| I can deliver a brief presentation on a familiar topic using familiar language and phrases.  **MLAN 2-06a**  I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken.  **MLAN 2-06b** | * I can select and use appropriate information * I can create simple phrases in the target language. * I can use appropriate gesture and expression when presenting. * I can give a presentation about myself and / or my interests, using notes. | * I can organise the information I have gathered. * I can manipulate previously learned language, substituting words and phrases to create new scripts / texts. * I can engage with my audience to make my presentation interesting. * I can speak without notes, but with simple visual prompts. |

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): LISTENING AND TALKING** | | |
| *Using Knowledge about language* | **First Level** | |
| I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.  **MLAN 1-07a**  I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases.  **MLAN 1-07b** | * I can mimic the teacher, songs etc. and I am aware of basic pronunciation sounds when I say familiar words and phrases. * I can repeat with approximate accuracy. * I can identify similar sounds in familiar vocabulary. * I notice differences and similarities between my native language and the language I am learning. | * I make sure that I adapt my intonation and accent when speaking the target language. * I can repeat with increasing accuracy. * I can identify familiar sounds in new words. * I can make links between the languages that I am learning e.g. word order. |
|  | **Second Level** | |
| I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.  **MLAN 2-07a**  I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.  **MLAN 2-07b** | * I can listen and match sounds to words. * I can identify words which contain a phoneme I have heard. * I can group words which have the same phoneme. * I can read aloud familiar words with support and am beginning to apply common pronunciation rules when speaking using familiar vocabulary. * I am beginning to be more accurate in my pronunciation. * I can give examples of links between languages. | * I am beginning to apply my phonics knowledge when faced with new words and phrases. * I am increasingly aware of common sound patterns in the language I am learning and am more confident in their use. * I can read aloud familiar words with independence * I can read aloud new words using previously learned pronunciation rules. * I would be understood by a sympathetic native speaker. * With practice I am increasing my accuracy of pronunciation. * I can use my knowledge of the links between languages when listening and constructing my own sentences. |

**Reading Progression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Significant Aspect of Learning (SAL): READING** | | | |
| *Finding and Using Information* | **First Level** | | |
| I can recognise labels and environmental print. I am beginning to organise images and text. With support, I can sequence images and text to demonstrate my understanding.  **MLAN 1-08a**  I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language.  **MLAN 1-08b** | With the support of my teacher or peers:   * I am beginning to recognise the shape of familiar everyday words in the target language. * I am beginning to recognise the key words that I have been learning on posters, labels and signs. * I can select a word I hear from a group of familiar words. * I can match familiar words and short phrases with pictures. | | With increasing independence:   * I can use a basic knowledge of target language phonics to help me with the pronunciation of a word. * I can confidently recognise key words on posters, labels and signs. * I can deduce some meaning from words I recognise in familiar phrases. * I can sequence simple words and short familiar phrases in the target language. |
|  | **Second Level** | | |
| I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example.  **MLAN 2-08a**  I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.  **MLAN 2-08b** | * I am beginning to use word lists and picture dictionaries for the language I am learning.   I can use word banks and language mats to work out meaning.   * *I am beginning to develop strategies to organise and sequence text from a variety of sources, with support, to show understanding.* | * *I can recognise the difference between a bi-lingual dictionary and a monolingual dictionary.* * *I can explore a bi-lingual dictionary with support*. * *I can read short phrases and single texts from a variety of media and show understanding of the main points.* * *I can select relevant information.* | * I can use a bi-lingual dictionary confidently to find single words and use them within the appropriate context.   I can organise and sequence text to support my understanding.   * I can use context to decode and infer meaning of new words from surrounding text. * I can identify key language and demonstrate my understanding of a range of short texts in a variety of genres and contexts by answering target questions or summarising the main points. * I am beginning to use relevant information for a specific purpose. |

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): READING** | | |
| *Reading to appreciate other cultures* | **First Level** | |
| I am beginning to recognise similarities and differences between Scotland and a country where the language I am learning is spoken, using varied simple texts, visual prompts and media.  **MLAN 1-09a** | * I am beginning to recognise some simple differences between my own country and another country which speaks the target language through simple modified / adapted resources which include text and pictures. * I can observe and identify differences and similarities between daily life in my country and another with guidance. * I appreciate that seasonal celebrations and festivals vary in different countries. | * I am more confident in recognising the differences between my own country and other**­**s which speak the target language in longer modified/adapted resources. * I can recognise some differences in daily life between my country and another through illustrated resources / simple fictional and non-fictional texts. * I can recognise and identify some seasonal cultural differences between my country and another through illustrated resources / simple fictional and non-fictional texts. |
|  | **Second Level** | |
| I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.  **MLAN 2-09a** | * I can recognise some regional differences, e.g. weather, landscape and food, between my country and another through illustrated resources / simple fictional and non-fictional texts * I am beginning to understand and share simple facts with my peers about other countries where the target language is spoken using a variety of media and texts. * I can organise cultural information I find into simple categories of similarities and differences. * I can share information I have found using my own language. | * I can understand more complex texts and media which refer to cultural aspects of the country where the language is spoken. * I can research and share my findings on other countries using my choice of media. * I can adapt information I find to suit my selected method of presentation. * I can share information I have found using simple phrases in the language I am learning, this may include the use of scaffolding frames. |

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): READING** | | |
| *Reading for interest and enjoyment* | **First Level** | |
| I have experienced a variety of simple texts, which may have been adapted for young learners.  **MLAN 1-10a** | * I am beginning to recognise simple and familiar language when I read songs, poems, rhymes and simple story books with others. | * I can recognise patterns in words that are the same *and* different from my own language. * I recognise simple and familiar language when I read songs, poems, rhymes and simple story books with increasing independence. |
|  | **Second Level** | |
| I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted.  **MLAN 2-10a** | * I can use patterns/sounds in words to attempt pronunciation of new words. * I can understand some of the main points when I read song, poems, rhymes and stories. * I can select a text for enjoyment. * With support I can identify a text which is relevant to the task. | * I can understand more extended texts of different genres and in a variety of contexts. * I can discuss my choice of reading materials and explain, in my own language, why I like them. * I can identify a text which is relevant to the task. * I can discuss, using my own language, genre differences at a simple level e.g. fiction and non-fiction. |

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): READING** | | |
| *Knowledge about language* | **First Level** | |
| I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.  **MLAN 1-11a** | * I am beginning to use word lists and picture dictionaries for the language I am learning. * I can use word banks and language mats to work out meaning. | * I can talk about, with support, the difference between a bi-lingual dictionary and a monolingual dictionary. * I can explore a bi-lingual dictionary with support. |
|  | **Second Level** | |
| I can understand how a bilingual dictionary works and use it with support.  **MLAN 2-11a**  I can make comparisons and explore connections between spelling patterns in English and the language I am learning.  **MLAN 2-11b**  I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.  **MLAN 2-11c**  I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.  **MLAN 2-11d** | * I understand that a bilingual dictionary is in two parts and can look up single words to help me in understanding simple texts. * I can understand and recognise that some words in the target language are the same in my own language. * I am beginning to develop reading strategies in the target language using familiar words and cognates to work out the meaning of phrases in texts. * I can work with others to share strategies for understanding simple phrases and texts in the target language with some support. * I am beginning to recognise some grammar points, such as gender, adjective endings, simple word order and simple sentence starters i.e. I like/don’t like. | * I understand how to use the bilingual dictionary and look up key words from texts in order to support my understanding. * I can make connections between patterns in my own language to those of other languages and derive some meaning. * With little support, I can use my reading strategies to work out the meaning of phrases and texts. * I can confidently use features of my own language to help me make sense of words and phrases in the language I am learning. * I am more confident in recognising familiar grammar points when reading and use this to consolidate my knowledge and understanding of my own and other languages. |

**Writing Progression**

|  |  |  |
| --- | --- | --- |
| **Significant Aspect of Learning (SAL): WRITING** | | |
| *Organising and using information* | **First Level** | |
| With support, I am beginning to experiment with writing in the language I am learning  **MLAN 1-13** | * I experiment with creating text in the language I am learning through play. * I am beginning to make choices about writing in the language I am learning. * I can copy simple words in the target language using different media. | * I can write to convey meaning. * I can identify the word I want to write from a word list and copy with increasing accuracy. * I am beginning to use strategies to help me remember how to spell very familiar/learned words/ short phrases. |
|  | **Second Level** | |
| I use the support of others and access appropriate reference materials of my choice to help me plan my writing in ways that engage my reader, using ICT when appropriate.  **MLAN 2-12a**    I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense.  **MLAN 2-13a**  I can use familiar language to describe myself and to exchange straightforward information.  **MLAN 2-13b** | * With support I can select strategies to help me to remember how to spell new and frequently used words. * I can use word banks and language mats to plan my writing. * I can use word banks and language mats to ensure my writing makes sense. * I can explore a bi-lingual dictionary with support. * I can write simple sentences with support from my teacher. * I am beginning to apply language rules to help me write words and phrases. * I can use familiar words and phrases to write simple sentences about myself and others with support. * I can express my opinion in writing using short and simple phrases. * I can recognise and identify different types of texts. * I can experiment with language to write for different purposes using writing frameworks for support. * I can join sentences using simple connectives from a given list. * I understand which punctuation rules from my own language apply to the language I am learning. * I can identify the unique punctuation rules for the language I am learning. * With support, I can make my writing more interesting by using simple adjectives. * With support I can identify words and language structures that I have encountered while reading and talking that may be useful in my own writing. * I can sequence my writing logically to convey desired meaning. | * I can select and apply strategies to help me remember how to spell new and frequently used words. * I am confident in choosing from a range of identified reference materials to help me plan writing tasks. * I can use a range of reference materials to ensure my writing makes sense. * I can use a bi-lingual dictionary to improve and check spelling. * I can adapt a given sentence to present new information. * I can use familiar/learned language to write a few sentences about myself and others with increasing confidence and independence. * I can write simple phrases and sentences from memory with increasing accuracy using my knowledge of phonics. * I can write a question to find out information from someone else, e.g. do you have/like/want…..? * I can write for different purposes using reference materials to ensure it makes sense to others. * I can join sentences using simple connectives from a given list, with increasing confidence. * I can apply appropriate punctuation rules from my own language that apply to the language I am learning. * I can begin to apply the unique punctuation rules for the language I am learning. * I can use a wider range of adjectives with increasing accuracy to make my writing more interesting * I can select word and language structures that I have encountered while reading and talking to use in my own writing. |
| **Significant Aspect of Learning (SAL): WRITING** | | |
| *Using Knowledge about language* | **First Level** | |
|  |  |  |
|  | **Second Level** | |
| I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately.  **MLAN 2-14a** | * I have an awareness of the sound patterns of the language I am learning. * I can use my knowledge of phonics to spell familiar words from memory. * I am beginning to apply language rules to help me write phrases, e.g. word order, gender, adjectival agreement * I am becoming increasingly aware of the similarities and differences between my own language and the language I am learning. | * I can write short texts with due attention to language features such as nouns, verbs and adjectives with some modelling from the teachers. * I can use reference materials and other short texts to check the accuracy of my writing and that of others. |

|  |  |  |  |
| --- | --- | --- | --- |
| **BENCHMARKS** | | | |
| **P1 Benchmarks**  **By the end of P1 …** | **P2 Benchmarks**  **By the end of P2 …** | **P3 Benchmarks**  **By the end of P3 …** | **P4 Benchmarks**  **By the end of P4 …** |
| Through frequent and regular practice, with continuing opportunities for repetition and the embedding of the modern language in daily routines and in a variety of situations, children will be able to demonstrate that they can: | | | |
| * Take part in simple conversations * Understand classroom instructions * Enjoy listening to stories, songs and poems, and * Appreciate some cultural differences. | * Take part in simple conversations * Understand and respond to basic greetings * Understand and respond appropriately to classroom instructions – including through gesture and actions * Recognise and read individual words, and respond appropriately * Enjoy listening to stories, songs and poems * Appreciate some cultural differences (between people) * Know about a custom and/or festival that is particular to a location where the target language is spoken. | * Take part in simple conversations * Understand and respond to greetings with increasing confidence and accuracy * Understand and respond appropriately to classroom instructions * Recognise and read basic sentences, and respond appropriately * Read/ read aloud with increasing confidence from familiar texts * Enjoy listening to stories, songs and poems * Appreciate some cultural differences (between people) * Know about some customs and festivals that are particular to locations where the target language is spoken. * Pronounce letter and blend sounds in the target language | * Exchange personal language – orally and written * Understand and respond to questions with increasing confidence and accuracy * Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts * Enjoy listening to stories, songs and poems * Know about cultural differences, customs and festivals particular to a location where the target language is spoken * Pronounce letter and blend sounds in the target language * Use the modern language with increasing confidence and accuracy in the four skills of reading, writing, listening and talking * Make word-sound association in the target language and begin to apply this knowledge when decoding written words. |

|  |  |  |
| --- | --- | --- |
| **Benchmarks** | | |
| **P5-P7 (Second Level) –** As children move into the upper stages of primary school and through second level, they will already have experienced and progressed in their language learning through a variety of integrated contexts for learning. Primary practitioners will plan at this stage using the second level experiences and outcomes. Practitioners can refer to third level experiences and outcomes so that children who progress more readily through second level can be challenged further. This will also assist practitioners in planning activities and contexts at second level, to enhance children’s subsequent readiness to learn at their level and beyond. | | |
| **P5 Benchmarks**  **By the end of P5 …** | **P6 Benchmarks**  **By the end of P6 …** | **Benchmarks**  **By the end of P7 …** |
| By the end of Primary 5, the majority of children will have learned the skills in the modern language necessary to: | By the end of Primary 6, the majority of children will have learned the skills in the modern language necessary to: | As well as building on the expected outcomes preceding this point by the end of Primary 7, most children will have learned the skills in the modern language necessary to: |
| * Take part more independently in simple conversations and transactions * Use language – orally and written, including more spontaneous language * Understand and respond to questions with increasing confidence and accuracy * Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts * With appropriate support/ resources, write with increasing confidence * Make word-sound association in the target language and apply this with increasing confidence when decoding text * Engage with simple texts of different genres in the target language * Use a bilingual dictionary to support vocabulary development * Continue to build on knowledge of cultural differences to learn about customs, festivals and other aspects of life in regions where the target language is spoken * Use the modern language with increasing confidence and accuracy across the four skills of reading, writing, listening and talking and show increasing ability to understand and use language as set out in the Significant Aspects of Learning | * Take part in conversations and transactions with confidence – including asking for information from others * Understand and respond with increasing depth to instructions and personal information * Make word-sound association in the target language and apply this with increasing confidence * Engage with different genres of texts in the target language and extract basic key points with increasing confidence and accuracy – including texts which are intended for fluent speakers of the language * Continue to appreciate cultural differences, to learn about customs, festivals and current affairs from regions where the target language is spoken * Familiar with how to use a bilingual dictionary to support vocabulary development * Use support effectively to write some connected sentences with increasing accuracy. | * Give a short presentation about themselves * Take part in simple conversations and transactions * Understand classroom instructions and personal information * Enjoy listening to a story, a song or poem * Read aloud a simple text with showing understanding of pronunciation rules. * Read and understand and select information from a variety of texts. * Write a few sentences about themselves and others. * Using appropriate support e.g. a bi-lingual dictionary independently. * Have an increasing awareness of intercultural differences and their role as a global citizen. |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Listening & Talking**  **Understanding progression** | Understand and use familiar language:    Taking part in structured play activities and games  Pronouncing familiar words accurately and with confidence. | Understand and use unfamiliar:  Participating in simple poems and short scripted role plays  Develop and use strategies to understand previously unheard and unfamiliar language | Listen to spoken texts which include an increasing range of vocabulary:  Share basic personal information  Talk about own life  Understand cultural information about other countries | Understand spoken language used in a variety of ways:  Nursery Rhymes  Simple stories  Brief news reports  Discussions on social and cultural matters | Listen and respond in a variety of ways to presentations and or variety of media:  One or more speakers  Informal conversations  Group discussion  Knowledge of language will support understanding and help to determine and appropriate response | Listen to and participate in a predictable and prepared exchanges:  Respond verbally and non-verbally to straightforward requests  Ask for help  Use simple familiar learned words or phrases | Listen and participate in exchanges with some unpredictable elements:  Questioning independently and effectively  Open responses  Well-structured sentences  Lead a conversation  Developing capacity to engage in more spontaneous conversation |
| **Listening & Talking Assessment Advice** | Class activities may be used as powerful evidence of the learner’s ability to understand and respond appropriately in a conversation or role‐play. Learners may also be asked to listen for information such as key facts from a news bulletin or story. Practitioners can plan to use the learner’s performance in paired or group talking activities to build up an ongoing picture of the learner’s ability to respond in conversations or role‐plays; some of these may be recorded for evidence purposes. Learners may also be assessed on presentations given to their peers or other audiences. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading**  **Understanding**  **Progression** | Texts will consist mainly of familiar language and may be modified for ease of understanding.  Initially this will be limited to understanding personal information and learned language.  Text exemplars may include labels, simple instructions and signs. | Simple original texts with an increasing range of vocabulary, some of which will be unfamiliar. | Contexts for reading will be widened to include a growing range of themes.  This will include the life and culture of other countries. | Readers will develop and use a range of strategies to work out meaning, e.g.   * scanning for information; * recognising cognates; * using contextual clues | Reading will be supported by word lists and other support materials and may still require teacher support. | Readers will be increasingly independent, using bilingual dictionaries with confidence.  Less support will be needed from word banks, picture banks or displays. | Readers will access an increasing variety of texts, e.g.   * Fairy tales * Easy readers * Rhymes * Instructions * Recipes * Poems * Text messages * Jokes * Tongue twisters |
| **Reading Assessment Advice** | Learners will demonstrate developing skills through planned activities such as searching the internet for information in the modern language on a project, reading from a range of texts for information on events or reading an extract from a novel which fits in with their topic. They will demonstrate their understanding and progress in a range of ways, such as sequencing picture prompts, summarising key points or following instructions. | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Writing**  **Understanding Progression** | Experiment with creation of words and texts through play. | Copy simple words to label and phrases to express personal information. | Use knowledge of language, e.g. phonics and sentence structures, to build up understanding of the ways in which words and sentences can be formed. | Demonstrate understanding and knowledge of language by adapting texts to suit own purposes. | Cover a variety of themes and writes for purposes other than to give personal information.  Extend beyond statements to giving opinions and reasons. | Use writing frames to support the creation of an increasing variety of texts, e.g.   * Letters * Emails/blogs * Postcards * Poems * Recipes * Stories   Use a bi-lingual dictionary to check accuracy of written words. | Use reference materials and other texts to plan longer pieces of writing and check the accuracy of their own and others’ work. |
| **Writing Assessment Advice** | Learners’ performance in a range of writing activities in class can be used as ongoing indicators of progress. These could include amending and personalising short texts, representing the findings of a class survey, writing instructions for a game, entering news on a class blog, composing slides for a presentation, or writing their opinions on a theme. | | | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SKILLS** **DEVELOPMENT Listening and Talking Reading Writing** | | | | | | |
| * Listen, respond, use, follow, show, demonstrate understanding, perform, recognise, develop awareness | * Listen, respond, use, demonstrate understanding, follow, show, perform, recognise, identify, develop awareness * Match, re-construct * Copy, write | * Listen, respond, use, demonstrate understanding, follow, show, perform, recognise, identify, develop awareness * Match, re-construct, link and compare * Copy, write, manipulate, apply | * Listen, respond, use, demonstrate understanding, follow, show, perform, recognise, identify, develop increased awareness * Match, re-construct, link and compare, research * Copy, write, manipulate, apply, select, practise | * Listen, use, demonstrate, understand, follow, show, recognise, react to, respond to, identify, distinguish, increased awareness * Match, re-constrict, link and compare, research, apply, find, read collaboratively, select and read * Copy, write, manipulate, apply, select, practise, experiment | * Listen, respond, demonstrate, understand, follow, show, perform, recognise, react to, respond to, recall, identify, distinguish, demonstrate awareness * Match, re-construct, link and compare, research, apply various reading strategies, read collaboratively, select * Copy, write, manipulate, apply, select, experiment, link | * Listen, respond, demonstrate, understand, follow, show, perform, recognise, react to, respond to, recall, identify, distinguish, demonstrate awareness, describe, present * Compare and analyse, research, summarise, apply known strategies, make inferences, predict meaning. * Manipulate, apply, select, practise, experiment, link ideas, proof read, revise, edit and improve, use ICT, produce, evaluate |

**Aberdeenshire**

**Modern Languages**

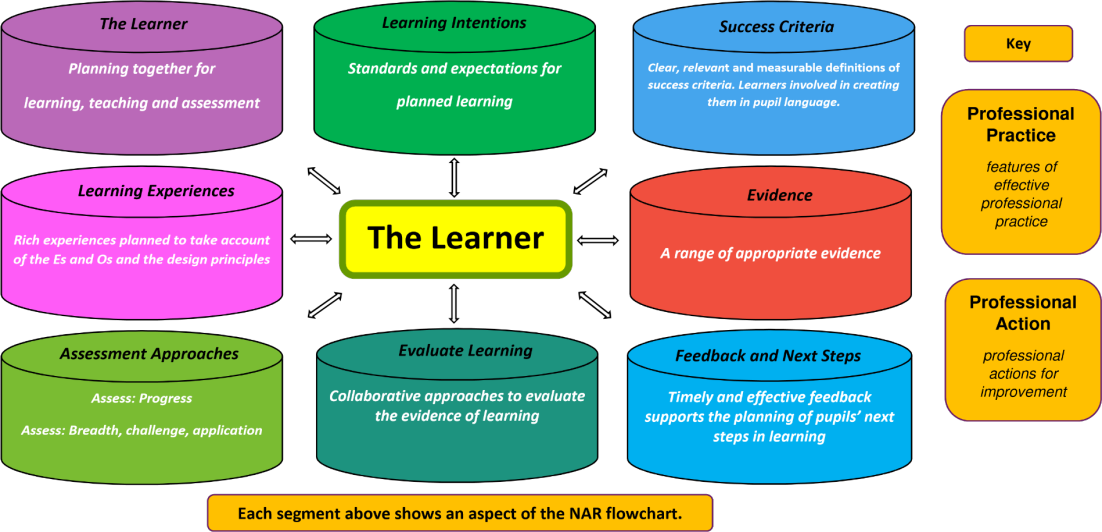
**Section 3**

**Learning, Teaching and Assessment:**

**Professional Curriculum Tool**

Dec 2015

Learning, Teaching and Assessment: Professional Curriculum Tool



This tool can be used

* to provide an opportunity to reflect on effective practice in learning, teaching and assessment in the context of Aberdeenshire’s progression frameworks
* to allow practitioners to ‘dip into’ aspects of the learning, teaching and assessment process in order to reflect on their practice
* to inform planning for learning, teaching, moderation and assessment
* to support professional learning and/or moderation activities within a school or cluster

Key references used in this resource

* ***Taking a Closer Look at the National Assessment Resource*** (Education Scotland 2013)
* ***The Learning Set*** (Learning Unlimited 20

**Learning Intentions**

**Standards and expectations for**

**planned learning**

The learning intention is what learners should know, understand or be able to do by the end of a learning experience.

The focus should be on what is to be learned as opposed to the task, activity or context.

By teasing out the learning from your chosen experience(s) and outcome(s), you will be able to develop learning intentions that focus specifically on what has to be learned.

When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

Professional **Action**

Professional **Practice**

**Good learning intentions?**

* use SMART criteria
* focus on the specific
* not too broad - not too difficult – not too general
* child friendly, clear language
* skill or knowledge based - not concept
* use ‘learning’ words   
  *know/understand/learn/think/  
  use*
* consider phrasing and   
  tone

**Techniques to use**

* display the LI
* make LI accessible while children are working
* don’t confuse LI with activity
* build the LI into the lesson introduction
* signal the LI especially to younger children
* use examples
* involve pupils in setting SC

***“Research tells us that goals which are specific, clear, challenging but not outwith the student’s reach have the most effect on performance.”*** *Caroline Gipps*

**Success Criteria**

**Clear, relevant and measurable definitions of**

**success criteria.**

***Learners involved in creating them in pupil language.***

Success criteria are suggested ways to achieve the learning intention.

Sharing success criteria enables learners to feel confident about how to achieve success in a lesson.

As you plan and consider your success criteria you should ensure that they are directly linked to your learning intentions and the evidence of learning which you will be aiming to collect.

Professional **Action**

Professional **Practice**

**Techniques to use**

* link to Learning Intention – “How will you know that … (*link to LI*) ?
* signal the SC throughout the lesson
* use examples by matching SC with a good quality piece of work
* involve pupils in the process
* focus on observable behaviours when tasks are open-ended *i.e. ‘what will ‘good’ look like?’*
* create a SC checklist for pupil use
* create a scoring scale for pupil use

**Good success criteria?**

* closely linked to learning intentions
* clear, easy to understand
* focused on how learning can be identified
* good use of ‘learning’ words  
  *know/understand/learn/think/use*
* looking at the learning not the task

**Learning Experiences**

**Rich experiences planned to take account of the Es and Os and the design principles**

**challenge and enjoyment**

**breadth progression depth**

***personalisation and choice***

***coherence relevance***

Learning experiences planned with the experiences and outcomes and design principles in mind will be **rich** and **fulfilling**.

As you plan a variety of experiences you will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

Professional **Practice**

Professional **Action**

**Collegiate discussions (moderation)**

* with a colleague, discuss examples of your practice where you have met any or all of the seven design principles
* with a colleague, and using an experience and outcome of your choice, have a go at planning a set of learning experiences which would develop the seven design principles

**Setting Es and Os in context**

* know your children and your community – this will help engage them in their learning
* look at your plans and try to highlight the seven design principles
* refer to the **Aberdeenshire frameworks**
* read the **Assessing Progress and Achievement** curricular papers

***A range of appropriate evidence***

**Evidence**

**Product – artwork, report, project**

**Learners’ Records of Assessment**

It is essential that staff use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners’ preferences about how to show what they have learned.

Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success.

Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

**Written Responses**

**Observation**

**Dialogue**

Professional **Action**

Professional **Practice**

**Collegiate discussions (moderation)**

* with a colleague, look at evidence you have gathered for a learning experience and agree if it fits with the original planning outline
* discuss whether or not the evidence is valid, reliable and proportionate (balanced)
* with a colleague, plan a variety of possible evidence

**Evidence of learning**

* match planned evidence with kind of learning being assessed
* engage pupils with Es and Os
* pupils help identify learning focus
* pupils select appropriate methods of assessment to inform range of evidence: *make-say-write-do*
* evidence should match Es and Os

**Assessment Approaches**

***Assess: Progress***

***Assess: Breadth, challenge and application***

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.

The range and variety of assessment approaches should take account of the relevance of contexts to learners’ prior experiences, interests and aspirations and should link across learning where possible.

Teachers need to consider learning in terms of breadth, challenge and application.

Professional **Practice**

Professional **Action**

**Assessment across learning**

Ensure your planning takes account of

* **Progression** across levels
* **Breadth**  
  the number and range of experiences and outcomes encountered by learners
* **Challenge**the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice
* **Application**   
  application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure - it is about learners becoming flexible and adaptable in the way they apply their learning

**Using Assessment Approaches**

* with a colleague, look at assessment approaches you have used and identify how breadth, challenge and application have been taken into account
* with a colleague, plan for breadth, challenge and application for a group of experiences and outcomes you plan to teach
* when planning, devise LIs and SC that will span across a level(s) in order to allow for progression
* to support differentiation, provide learners with opportunities to express how challenged they feel in their learning and how they think they are progressing

***Collaborative approaches to evaluate   
the evidence of learning***

**Evaluate Learning**

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group.

Consistent judgements are made when staff have been collaboratively planning at all of the steps in the process.

When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

Professional **Practice**

Professional **Action**

**Approaches to evaluating learning**

* use examples of completed (anonymous) work as a focus for group or class discussion
* train, support and encourage learners to develop the skills of **self-assessment**
* train, support and encourage learners to develop the skills of **peer-assessment**
* plan self/peer-assessment opportunities alongside the curriculum learning and teaching
* adapt teaching to take account of learner feedback
* ensure learning is evaluated effectively and collaboratively against SC

**Reflecting on learning**

* learners can be helped to reflect on what they have understood and where they still need help or further explanation
* learners should be helped and carefully monitored as they learn how to self-assess
* learner self-assessment should not be a ‘bolt-on’ activity
* learner feedback from self-assessment informs planning
* other people in the learning community should be involved in evaluating progress in learning

**Feedback and Next Steps**

**Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils’ next steps in learning.**

The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.

Professional **Action**

Professional **Practice**

**Effective feedback**

* is part of a supportive ethos in which pupils ask for help when they feel they need it
* indicates positive aspects of work
* provides time to discuss with learners the links between their work and the LIs and SC
* helps learners to move on in their learning
* gives suggestions for improvement
* encourages learners to think things through for themselves

**Feeding back and next steps**

* with a colleague, discuss examples of your practice where learners were given time to reflect, use their feedback and identify next steps
* plan time for learners and peers to reflect on the advice and guidance received and identify next steps
* teach pupils how to be reflective   
  ~ use questions to focus feedback  
  ~ encourage rather than praise   
   e.g. *tell m*e *more/for instance?/so?  
  ~* prompt and probe to extend thinking  
  ~ keep comments positive and specific