

A 1+2 approach to language learning from Primary 1 onwards

This document contains the following sections :

- **Link to the Scottish Government 1+2 language policy**
- **Suggested approaches to implementation in schools**
- **Advice on collegial working and when to start L2 in P1**
- **Advice on Gaelic (Learners) within 1+2**
- **Links to useful resources for teachers**



Why take a 1+2 approach to language learning?

The Scottish Government's policy, [Language Learning in Scotland: A 1+2 Approach](#) is aimed at ensuring that every child has the opportunity to learn a modern language from Primary 1 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 August 2021. Language learning is **an entitlement for all from P1 to S3**.

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 1+2 approach to language learning establishes a new model for the learning and teaching of languages in Scottish schools for years to come.

Through their planning of a wide and rich range of learning activities in modern languages to develop language skills, teachers will support children and young people to become:

- successful learners, who can reflect on how they have acquired and learned their first language and how this can assist them in further language learning
- confident individuals, who, through experiencing success and support, can interact with others in real-life situations, talk about topics of personal interest and deliver presentations in their new language
- effective contributors, who can work in individual, paired and group situations, and establish and maintain contact with other speakers of the target language
- responsible citizens, who have a growing awareness of life in another society and of the issues facing citizens in the countries where their new language is spoken.

Implementing 1+2 in primary schools

Primary schools need to build capacity for the teaching of two languages in addition to English. In particular, schools need to develop the necessary high level of staff confidence in teaching a modern language to young children. Primary teachers already possess an extensive range of knowledge and understanding of how children learn. They can use their existing skills in the teaching of English, such as the teaching of sound systems, listening and talking skills, and turn taking, as they introduce modern languages.

Research shows that younger learners are at a stage in their development where they are receptive to learning another language. Their motivation and enthusiasm are high, while their levels of inhibition are typically lower than at later stages. These factors mean that younger children often find it easier to mimic correct pronunciation and experiment with new words and phrases in an unfamiliar language. Teachers will build on children's natural curiosity for sounds and words, and their strong desire to communicate.

Modern language training for primary teachers

Primary teachers **do not have to be fluent** in the modern language(s) they teach. However, they do need to have enough language and sufficient expertise in using and accessing appropriate resources so that they can include modern language teaching readily in lessons.

Education authorities have a key responsibility for providing effective career-long professional learning (CLPL) for teachers, including 1+2 specific development. Teachers and schools will identify their own CLPL needs through annual professional review and development (PRD) discussions and self-evaluation.

Approaches to CLPL may include:

- local and regional languages CLPL programmes
- devolved leadership models within schools and clusters
- ICT-based programmes of learning
- partnership provided CLPL eg through cultural organisations, SCILT, British Council, SALT and further and higher education partnerships
- residential immersion training (eg supported through the ERASMUS+ funding programme)
- professional networks and partnerships.

Planning for a P1 start to language learning

In planning for learning in modern languages, teachers need to take full account of the stage of mother tongue development of children. Teachers already possess an extensive range of skills and understanding of how young children learn. Working with language colleagues in their own school or cluster, they will continue to develop teaching approaches to enable the best possible outcomes in modern languages.

It is important that learning be developed through an agreed school and cluster planning model, ensuring that modern language learning becomes fully integrated into children's learning as they progress across the curriculum. The school will decide the starting point for the introduction of the modern language in P1. Teachers may wish to introduce the modern language at the beginning of the autumn term once children are in school for full days, or they may prefer to wait until after the autumn break when class routines are established. Planning should ensure that adequate curriculum time is allocated for introducing, practising and embedding the modern language so that it becomes an integral part of children's learning.


Teaching and learning languages in Primary 1

Examples of language learning activities

Modern language activities need to be engaging, motivating and purposeful, allowing children to enjoy practising new sounds and phrases and building their confidence in using the language. Songs, poems, rhymes and games provide a very strong linguistic basis for children’s learning and enjoyment of a modern language.

As with all language learning, some basic elements need to be in place to allow children to progress. The following shows an example of how the teaching of conversation ‘building blocks’ in the modern language might be adapted and embedded into existing curriculum plans. The modern language content is presented in bold:



| | |
|---|--|
| <p>Learning outcomes in modern language</p> | <ul style="list-style-type: none"> • Saying hello and goodbye • Understanding and responding when asked my name • Saying my name • Saying how I am feeling |
| <p>Learning and teaching approach</p>  | <ol style="list-style-type: none"> 1. Introduce session with puppet (give it a suitable name!) saying and repeating hello in the modern language to the puppet with the whole group, subgroups, pairs and individuals. Practise my name is by clapping hands with a partner. Each clap represents a syllable. Teacher works with children to help with the syllables in their name. 2. How are you? I am fine, thanks. Children sit in a circle and practise the intonation for asking the question 'How are you (name of puppet)? Teacher asking the puppet the question and children repeating and then practising the answer 'I am fine, thanks'. Children all stand up, and the teacher then replaces puppet’s name with the name of a child. When the child hears his/her name, they sit back down and say I am fine, thanks. 3. Wave hands as you say 'Goodbye' at the end of each day. Get children to wave to a partner/a teacher/an adult, or to shake hands. |

Listening and talking activities should be designed to allow children to practise this language and to enhance and deepen their learning in whatever context the learning is taking place. **Any appropriate context may be adapted and used.** For example, when children are learning about their school, teachers could incorporate the learning of the various places in the school building in the modern language. Similarly, when children are learning about festivals such as Easter or Christmas, this will present opportunities for the teacher to introduce some expressions, songs or poems connected to such festivals.

Activities can be supported by bilingual environmental print and pictures, with careful consideration of children’s learning in English. When introducing new vocabulary or phrases, teachers may want to use props such as a glove puppet or a soft toy. As the modern language becomes increasingly embedded as children progress through P1 and beyond, they will develop a growing awareness of the world beyond their local area and begin to explore the concept of different people speaking different languages. In this

way, they improve their understanding of what is special, vibrant and valuable about their own and other cultures and languages.

Embedding the modern language into classroom routines

Activities are best when they relate clearly to the first level experiences and outcomes in modern languages, but also in literacy, numeracy, health and wellbeing, and to the wider curriculum. Hence they need to be delivered by the class teacher so that they flow naturally within this wider learning. This will help the modern language to become integrated into children's daily routines, resulting in 'normalisation' of the use and application of the modern language. Teachers can integrate the use of the modern language into many everyday activities including, for example:

- register taking
- date and weather
- lunch routines
- staff greeting each other
- PE 'warm ups'
- distributing resources
- classroom commands
- praise
- assemblies.



On the [1+2 approach to modern languages page on the National Improvement Hub](#), you can access the video clips of a P1/2 teacher checking the register, talking about the date and weather and discussing snacks in French.

You can also access audio files and accompanying vocabulary lists which may be helpful for practitioners as they begin to use classroom language.

Careful planning and teaching will ensure that children come to regard acquiring a modern language as a normal part of their learning. Fun activities, with frequent repetition and practice will help embed new language. However, teachers must also ensure that their planning incorporates appropriate breadth and challenge, and it is important to ensure that children who are capable of progressing at a faster pace are given appropriate opportunities to do so. It is important that all children have opportunities to apply their learning in a variety of situations, through active learning and in their outdoor activities.

Non-verbal forms of communication such as facial expression, body language and gesture will continue to be an integral feature of learning and teaching, as practitioners continue to embed language learning across a variety of contexts. Practitioners will continue to enhance language learning with songs, poems, rhymes and games, which provide a very strong linguistic basis for children's learning and enjoyment of language. Prior to second level, activities should progress from being predominantly oral and aural, to exploring the written word, with a carefully planned introduction to word formation in the modern language. As children's curiosity about the formation of words increases through their learning of literacy and English, the examination of word formation is likely to increase their ability to form simple words in the modern language. A focus on awareness of onset and rime through games, songs and rhymes will be beneficial and will help to introduce sound patterns. As children move towards and through second level, practitioners will increasingly seek to use real-life stimuli in the target language. For example, judicious use of songs, poetry, conversations or television clips from a country where the target language is spoken can provide challenge and motivation.

Progression

As children move on from P1, they will continue to build on their knowledge and skills in literacy and English, and are naturally receptive to learning other languages. Practitioners will continue to use the pedagogical skills they already use in the teaching of literacy and English, such as the teaching of

phonological awareness, listening and talking skills including turn taking and early reading and writing skills, as they build on children's experience and skills in the modern language.

Activities and tasks in the modern language need to be engaging, motivating and relevant, allowing children to enjoy practising new sounds and phrases and building their confidence continuously in using the language. On the approach to second level, this will increasingly include examples of writing as well as reading, listening and talking. To ensure depth and progression, practitioners will find it useful to refer to the subsequent level when planning learning activities. This will allow children the opportunity to branch out and extend their skills in the significant aspects of learning. This will also help ensure children's readiness to learn and develop skills at each subsequent level.

Activities need to be planned and delivered so that they are integrated into different contexts for learning. In this way, the modern language will become part of the wider curriculum, so that the use and application of the modern language becomes the norm. Primary teachers will also want to plan discrete lessons in the modern language and Knowledge about Language. Discrete language lessons are key to ensuring children gain the necessary language skills, vocabulary and confidence to apply what they have learned in the modern language into wider contexts and everyday situations. Discrete language lessons will remain a feature as children move towards and through second level. Where possible, children should be exposed increasingly to real-life examples of 'fluent language in action' through various media, songs, podcasts or input from native speakers.

Language skills should be developed in an integrated manner, reflecting their use in real life situations, including those of the learners themselves and those of children and young people in other countries. In this way, learners will be afforded opportunities to develop their knowledge of the structure of the modern language, understand how it relates to their own language and use this knowledge and understanding to support progress in the significant aspects of learning. This will allow learners to develop grammatical language which will enable them to discuss language structures.

Integration of Knowledge about Language (KaL)

Through listening to and joining in with stories, songs, poetry, rhymes and games, children will have explored many of the patterns and sounds of the modern language from P1. The teaching of 'formal' grammar at early stages is not appropriate, however, repetition of patterns and sounds is important. Children will become used to hearing different endings for example. When taking the register in French, for example, children answering with '*présent*' or '*présente*' reinforces differences between masculine and feminine endings. As children progress through the stages and teachers deliver discrete lessons as well as embedding modern language, it will be necessary for teachers to explore appropriate grammatical points in more detail.

Using the KaL flowcharts as a guide, primary teachers will increasingly integrate grammatical concepts through a range of contexts and activities. There is no ceiling on what children can achieve. Where children are close to achieving at second level in one or more skills, teachers may look to the third level experiences and outcomes as a benchmark of how children will continue to deepen their language learning at S1 or before. With this in mind, teachers will want to ensure that their planning incorporates appropriate breadth and challenge, and that children who are capable of progressing at a faster pace are given appropriate opportunities to do so.

You can access the Knowledge about Language flowchart on the [1+2 approach to modern languages page](#).

Careful planning of language learning activities will ensure that from P1 to P7, children regard acquiring a modern language as a natural part of their learning. Frequent repetition and practice will help embed, contextualise and consolidate new language. It is important that all children have opportunities to apply their learning in a variety of situations and contexts, including in their outdoor activities. Progress and success in language learning occur when language is embedded into daily routines, when language learning is contextualised and when it becomes a natural part of a learner's journey.

Planning for progression through breadth, challenge and application in modern languages

Language skills should be developed in an integrated manner, reflecting their use in real life situations, including those of the learners themselves and those of children and young people in other countries. In this way, learners will be afforded opportunities to develop their knowledge of the structure of the modern language, understand how it relates to their own language and use this knowledge and understanding to support progress in all four skills. This will allow learners to develop grammatical language which will enable them to discuss language structures.

Collegial working

Clusters / learning communities need to work together on curricular planning for modern languages, to ensure progression and appropriate continuity in the language learning experience. This is of particular importance for the L2, which, for most learners, will be the language they have been learning since Primary 1. Secondary modern languages departments need to know what has been taught, the methodologies used and the curricular level(s) achieved in the language across all four skill areas in the primary school. **It is important that secondary modern languages teachers build on the seven years of primary language learning and do not start language learning afresh**, as this would inhibit learner motivation and progression.

Supplementary information on the teaching of Gaelic (Learners) with the 1+2 Approach

Gaelic Learner Education (GLE) 1 is part of children's entitlement to experience learning a European language. In this case, education authorities may decide that GLE is language 2 or 3 in English Medium schools. Such opportunities currently exist and are referred to as Gaelic Learners in the Primary School (GLPS). At the secondary stages, this is referred to as Gaelic (Learners). GLE is an overarching term which spans across primary and secondary. The earlier advice in this framework applies to GLE.

Both Curriculum for Excellence and a 1+2 Approach promote learning a language in the broad general education as a continuum of learning. Currently, there are challenges around the effective planning of GLE as a continuum of learning. Delivery can be driven by whether suitably qualified staff is available and sometimes by the interests of the primary or secondary head teacher. Sometimes, continuity is provided for primary learners by the associated secondary school but this is not always the case. In other situations, GLE is taught in a secondary school but not in its associated primaries. Education authorities are encouraged to support their schools in delivering a coherent programme for GLE leading to awards and qualifications. Children should not be precluded from commencing GLE in secondary as a first experience of language learning. In doing so, they are supporting national planning for Gaelic which may need to make use of the creative approaches undernoted.

Learning about Gaelic Language and Culture (LAGC) in a 1+2 approach

Learning about the culture of Scotland frequently motivates children to learning Gaelic. This may be achieved with the use of a planned interdisciplinary approach or through an elective or enrichment activity which runs for all or part of the session. The resource, Studying Scotland opens up access to learning about Scotland's language, culture, heritage, history and literature. Partners, the community and Gaelic organisations also have a role in helping children to learn about Gaelic language and culture. Qualifications such as Scottish Studies should be encouraged to ensure continuity in the learning of LAGC.

The P7 and S3 Pupil Profile have a key role in capturing learners' experiences of Gaelic Education and to ensure effective transition and progression.

Please also refer to Education Scotland's [Curriculum for Excellence Briefing 9, Learning about Scotland](#).

Learning maps

You can access learning maps which offer examples of how to integrate L2 into typical learning contexts at both first and second levels on the [1+2 approach to language learning page](#).

The following ideas have been collated principally for supporting the teaching of modern languages in P6 and P7. See these examples of good practice in embedding language learning into topic work and the general curriculum in Primary school on the [SCILT website](#).

Culture and customs

Teachers can access websites such as those given below to enhance their own understanding of the culture and customs of the countries where the language is spoken:

www.euroclubschools.co.uk (French, Spanish & Italian)

www.eupedia.com (German)

www.mapsofworld.com/china (Mandarin)

www.visithebrides.com/culture/gaelic (Gaelic)

The following websites contain a variety of primary modern language resources:

<http://www.scilt.org.uk/Primary/Classroomresources/tabid/1410/Default.aspx>

<http://www.ciltcymru.org.uk>

<http://www.bbc.co.uk>

<http://www.bbc.co.uk/schools/primarylanguages> (French, Spanish, Mandarin)

<http://tes.co.uk/primary-teaching-resources/>

<http://www.sunderlandschools.org/mfl-sunderland/> (French, German, Spanish, Italian)

<http://www.education.vic.gov.au/languagesonline/> (Australian version) French, German, Italian, Spanish

<http://www.languageswithoutlimits.co.uk/> (Includes resources for children with ASN)

ITALIAN

<http://www.youtube.com/playlist?list=PLcOCfVTnMcRkPewAnyFGWqpYsbWg99txK>

CHINESE

<http://www.chinesenurseryrhymes.com/>

<http://www.misspandachinese.com/category/chinese-songs-and-nursery-rhymes/>

Gaelic

<http://gaelic.gosafewithziggy.com/>

<http://www.storlann.co.uk>

FRENCH

<http://www.ifecosse.org.uk/Resources-for-P1-P4.html?lang=en>

GERMAN

<http://www.ukgermanconnection.org/>

http://www.ukgermanconnection.org/?location_id=922

<http://mummydothat.blogspot.co.uk/2011/06/10-german-action-rhymessingspiele.html>

SPANISH

<http://www.spanishplayground.net/category/songs/>

<http://www.spanishplayground.net/category/poems/>

<http://www.thelearningpatio.com/spanish-nursery-rhymes.html>