

Broad General Education Language Learning Framework S1-S3

Third to Fourth level

This resource builds on the second to third level progression framework. Progression from level to level is highlighted in *red* and the benchmarks for fourth level in *blue*.

Skills	Es and Os	Learning Intention	Success Criteria	Benchmark
Listening for information	<p>I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker. MLAN 3-01a</p>	<ul style="list-style-type: none"> Take part in daily routines and take the lead in some tasks Understand and respond to a range of more complex instructions in the target language 	<ul style="list-style-type: none"> I can take part confidently in daily class routines and can readily lead some tasks with my classmates I can follow longer or more complex instructions I can respond readily to a wide range of classroom instructions from my teacher or another pupil with a reply or an action. I can understand most simple spoken information from a video clip or sound file using native speakers. 	<ul style="list-style-type: none"> Demonstrates understanding of spoken information from a variety of sources including, for example, TV and/or film clips in the target language, expressed in mainly familiar words and phrases. Uses contextual clues to interpret the meaning of unfamiliar vocabulary and expressions.
	<p>I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts. MLAN 4-01a</p>	<ul style="list-style-type: none"> Take part in daily routines and take the lead in a range of tasks Understand and respond to a range of complex instructions in the target language 	<ul style="list-style-type: none"> I can take part confidently in daily class routines and can readily lead tasks with my classmates I can follow longer <i>and</i> more complex instructions I can respond readily to a wide range of classroom instructions from my teacher or another pupil with a reply or an action. I can understand <i>most spoken information</i> from a video clip or sound file using native speakers. 	<ul style="list-style-type: none"> Demonstrates understanding of straightforward texts with some less predictable language from a variety of sources, such as from TV news/weather clips, or excerpts from films / TV programmes in the target language.

Listening and talking with others

I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate.
MLAN 3-02a

I can listen and respond to others, including sympathetic fluent speakers of the language, in extended conversations that are less predictable.
MLAN 4-02a

I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering

- Understand and answer range of personal questions including question words.

- Show understanding from a range of listening sources.
- Apply a range of strategies to listen for key phrases.

- Show understanding verbally or non-verbally to more complex tasks/questions

- I can readily answer a range of routine questions about on familiar contexts such as myself, my family, my home area, my school, my hobbies.
- I can extend my answers using with some adjectives about myself or others using connectives e.g. and; but; with; because.

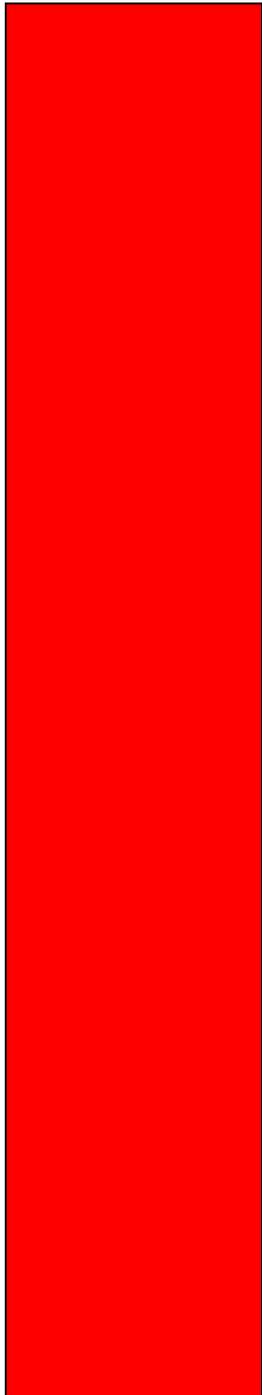
- I can readily answer a range of routine questions on familiar contexts such as myself, my family, my home area, my school, my hobbies and *respond to some unpredictable follow up questions*
- I can extend my answers using with some adjectives about myself or others using *conjunctions* e.g. and; but; with; because.

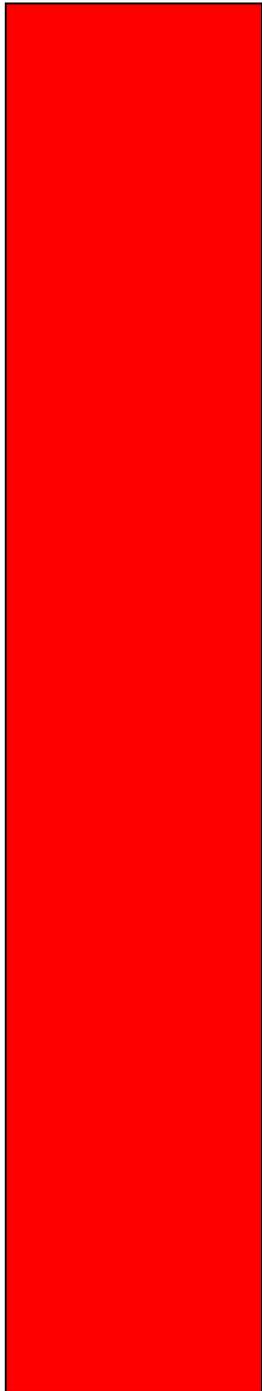
- I can show I understand by replying to a question or instruction
- I understand and can use a range of question words e.g. where/what/ when/ why

- Listens, takes turns and contributes at the appropriate time when engaging with others in largely prepared conversations of increasing length.
- Demonstrates understanding of language used by the interlocutor through appropriate and increasingly spontaneous responses.

- Listens, takes turns and contributes at the appropriate time when engaging with others in conversations and role plays of increasing length and complexity.
- Demonstrates understanding of language used by the interlocutor through responses which are appropriate to the level and which may include some spontaneous use of language.

- Shares information on familiar themes in longer conversations, with reasonable fluency. Copes with some unpredictable language from the interlocutor. Uses fuller sentences.

	<p>straightforward reasons for having these opinions. MLAN 3-03a</p>			<ul style="list-style-type: none"> • Applies non-verbal techniques such as eye contact, facial expressions and body language to support dialogue. • Sustains conversations appropriately in order to demonstrate understanding of basic structures and familiar vocabulary. Uses verbs, adjectives, connectors and word order mostly accurately. • Gives reasons for opinions shared within conversations.
	<p>I can take part effectively in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions and by offering more detailed reasons for having these opinions. MLAN 4-03a</p>	<ul style="list-style-type: none"> • Participate fully in longer and more complex conversations. Respond with longer and more detailed phrases and offer more information and opinions 	<ul style="list-style-type: none"> • <i>I can take part in a range of prepared conversations, where I can give and ask for information on a range of contexts I have been learning and give my opinion.</i> 	<ul style="list-style-type: none"> • Shares detailed information on a range of themes with reasonable fluency. • Applies non-verbal techniques, for example, eye contact, facial expressions and body language to support dialogue. • Sustains conversations and demonstrates understanding of straightforward language which may contain some unpredictable structures and vocabulary.
	<p>I can support a conversation by asking for help, seeking</p>	<ul style="list-style-type: none"> • Listen actively to others and answer at appropriate points. 	<ul style="list-style-type: none"> • I can take part in a short role play practised with a partner giving personal information and express positive and negative opinions with accuracy 	<ul style="list-style-type: none"> • Uses appropriate polite social terms to begin and end interactions.

	<p>repetition and asking simple questions. MLAN 3-04a</p>			<ul style="list-style-type: none"> • Requests in the target language that others, for example, 'repeat', 'slow down', and 'speak more clearly'. • Is able to tell the interlocutor if he/she does not understand. • Works with others to practise, for example, new vocabulary, structures or grammar in a variety of games in the target language, in digital and traditional formats, in paired-speaking exercises and in role-plays.
	<p>I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary. MLAN 4-04a</p>	<ul style="list-style-type: none"> • Have an extended conversation using accepted polite conventions to begin, sustain, and end it. • Ask for clarification if necessary 	<ul style="list-style-type: none"> • <i>I can work with a partner to have a conversation, where we exchange information.</i> • <i>I can politely ask for something to be repeated if I need to listen to the information being give again</i> 	<ul style="list-style-type: none"> • <i>Contributes appropriately to conversations, using an increasing range of structures including adjectives, connectors and word order to give more information.</i> • <i>Uses appropriate polite social terms to begin and end interactions.</i> • <i>Initiates and sustains conversation, by, for example, prompting others to move the conversation on, or asking further questions.</i>
	<p>I can participate in a range of collaborative activities, including games, paired speaking and structured role</p>	<ul style="list-style-type: none"> • Use and adapt prepared phrases/ structures to talk about topics of interest from classwork 	<ul style="list-style-type: none"> • I can work in pairs or in groups on tasks or games across a range of contexts I have learned using the language I am learning. • I can use some phrases to ask for help to understand a question or request. 	<ul style="list-style-type: none"> • Participates in paired and group activities, with decreasing levels of support.

	<p>plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken. MLAN 3-05a</p> <p>I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken. MLAN 4-05a</p>	<ul style="list-style-type: none"> • Learn one or two simple ways to ask for help in understanding • Work with others to create and present a role play in a range of possible real life scenarios, including useful transactional tasks. 	<ul style="list-style-type: none"> • <i>I can work with a partner or with a group to take part in role plays, using the language I am learning to create realistic situations such as buying something; eating out; using transport; tourist information etc.</i> 	<ul style="list-style-type: none"> • Works collaboratively on conversations and role-play tasks of an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts. • Requests in the target language that others 'repeat, 'slow down' or 'speak more clearly', for example. Tells interlocutor if he/she does not understand what has been said. • Works collaboratively to create and present open-ended role-play tasks or scenarios of an appropriate length. • Demonstrates understanding of straightforward structures and less familiar vocabulary in different contexts, when engaging in authentic transactions, for example, purchasing travel tickets, booking accommodation or ordering food.
<p>Organising and using information</p>	<p>I have contributed successfully to a group to plan and prepare short talks in the language I am learning on topics of personal</p>	<ul style="list-style-type: none"> • Work with others to research a country where the language is spoken, using ICT or other media 	<ul style="list-style-type: none"> • I can confidently present some facts about the country I am learning about. • On my own or with others I can use ICT and other resources to research an area or feature of the country I am learning about. 	<ul style="list-style-type: none"> • Works collaboratively to plan and co-deliver a talk in the target language. Sustains talk long enough to demonstrate accuracy in known vocabulary and

	<p>interest or linked to an aspect of a country where the language I am studying is spoken. MLAN 3-06a</p>			<p>grammar as well as pronunciation and expression.</p> <ul style="list-style-type: none"> • Demonstrates engagement with the topic by including cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people.
	<p>I can deliver an individual presentation in the language I am learning, using a variety of media including ICT where appropriate. MLAN 3-06b</p>	<ul style="list-style-type: none"> • Make a short presentation using target language on an area of interest or on a context we are learning in class. 	<ul style="list-style-type: none"> • On my own I can present information on the country I am learning about to others using English and the language I am learning. 	<ul style="list-style-type: none"> • Plans and delivers a brief presentation with appropriate content and structure, communicating clearly, audibly and with appropriate pronunciation. • Uses resources as appropriate to support communication, for example, power point or cue cards. • Talks at sufficient length and can increasingly demonstrate accuracy in vocabulary, grammar and expression
	<p>I can, using a variety of media including ICT where appropriate, plan, prepare and deliver an individual presentation in the language I am learning on topics of personal interest or linked to an aspect of a country</p>	<ul style="list-style-type: none"> • Work individually to prepare and present information on a topic of personal interest learned in class using the language being learned. 	<ul style="list-style-type: none"> • <i>I can work on my own, using ICT to research and deliver a short presentation on a topic I am learning about or of something I find interesting, using the target language.</i> 	<ul style="list-style-type: none"> • Plans and delivers a presentation with appropriate pronunciation, content and structure, communicating with some fluency, using support such as power point or cue cards. • Demonstrates engagement with, and understanding of, the topic by including

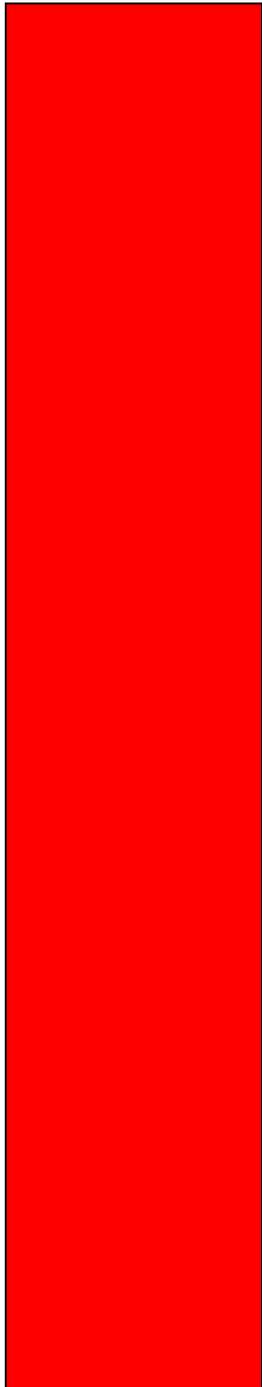
	<p>where the language I am studying is spoken. MLAN 4-06a</p>			<p>cultural references to the country/countries where the target language is spoken, for example, references to towns, tourist attractions, and famous landmarks/people.</p>
<p>Using knowledge about language</p>	<p>I can apply my knowledge about language, intonation and pronunciation to:</p> <ul style="list-style-type: none"> • ensure that others can understand me when I pronounce familiar words or phrases • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. <p>MLAN 3-07a</p> <p>I can apply my knowledge about language, intonation and pronunciation to:</p> <ul style="list-style-type: none"> • ensure that others can understand me when I pronounce 	<ul style="list-style-type: none"> • Understand the blending of sound in the target language and apply this to new words with correct pronunciation and intonation • Understand the blending of sound in the target language and apply this accurately to new words in unfamiliar texts with correct pronunciation and intonation. 	<ul style="list-style-type: none"> • I can make connections with an increasing range of words in English and the language I am learning • I am confident in linking written and spoken words for an increasing range of vocabulary • I can confidently use my knowledge of phonics to help me pronounce words correctly and make myself understood when reading aloud. • I can make connections with an increasing range of words in English and the language I am learning • I am confident in linking written and spoken words <i>accurately</i> for an increasing range of vocabulary <i>in unfamiliar texts</i> • I can confidently use my knowledge of phonics to help me pronounce words correctly and make myself understood when reading aloud <i>more complex texts in different formats.</i> 	<ul style="list-style-type: none"> • Applies pronunciation rules to unfamiliar words by identifying and applying familiar letter patterns. • Pronounces familiar words clearly and uses a sustained range of vocabulary appropriate to the level. • Reads with some fluency and understanding, using appropriate pace and intonation. • Demonstrates an appropriate knowledge of grammatical structures including knowledge of more than one tense, over a range of talking activities. • Displays confidence and communicates accurately by: Identifying and applying pronunciation rules to unfamiliar words; by locating familiar letter patterns; pronouncing clearly familiar words. • Reads aloud both familiar and unfamiliar texts with

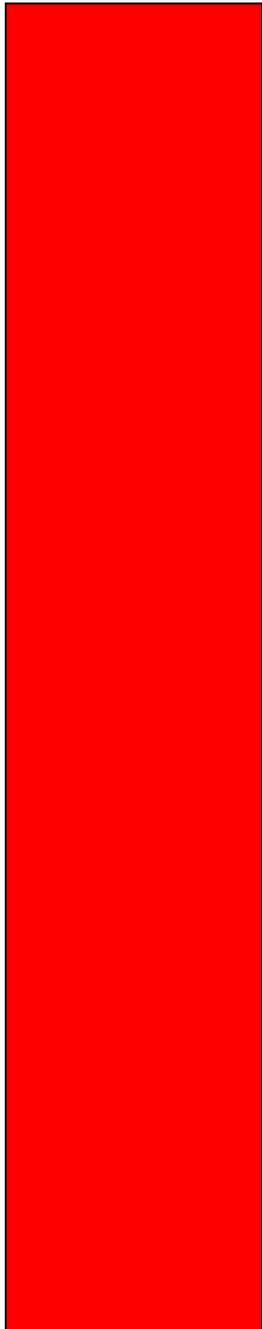
	<p>familiar and unfamiliar words and phrases</p> <ul style="list-style-type: none"> • help me work out how to read aloud familiar and unfamiliar texts with accuracy and confidence. <p>MLAN 4-07a</p>			<p>increasing fluency and with understanding, using appropriate pace and intonation.</p>
<p>Finding and using information</p>	<p>I work on my own and with others to understand text using appropriate resources. I can read and demonstrate understanding of more complex texts which contain familiar and unfamiliar language.</p> <p>MLAN 3-08a</p> <p>Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding.</p> <p>MLAN 4-08a</p>	<ul style="list-style-type: none"> • Recognise key words in the target language in a story and be able to re-structure the story. • Answer questions about a text or story in a range of formats • Accurately use a bilingual dictionary or other resource to access a range of texts containing more complex grammatical structures 	<ul style="list-style-type: none"> • I can re-tell a story or part of a longer text in my own words using a dictionary or a vocabulary help-sheet • With support, I can read and understand texts in different formats and lengths. • I can work with a partner or in a group on longer or more complex texts. • I can re-tell a story or <i>show my understanding of a longer text</i> in my own words using a dictionary or a vocabulary help-sheet • <i>I can use a dictionary or a vocabulary help-sheet to read and understand more challenging texts in different formats and lengths</i> • I can work with a partner or in a group on longer or more complex texts <i>in a range of formats.</i> 	<ul style="list-style-type: none"> • Uses a variety of support, such as a glossary or a bilingual dictionary to gain understanding of texts containing more unfamiliar language and extended sentences. • Identifies the main points of the text and can communicate this to others. • Uses a variety of resources such as a bilingual dictionary or a glossary to demonstrate understanding of straightforward texts, which employ a variety of tenses and unfamiliar language.
<p>Reading to appreciate other cultures</p>	<p>I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life</p>	<ul style="list-style-type: none"> • Recognise differences between Scotland and the target country from a longer text or video clip. 	<ul style="list-style-type: none"> • I can name differences and similarities about life in Scotland and the target country/ countries where the language I am learning is spoken and explain it to others. • I can use a range of support to find out facts about this country using ICT or other resources in class. 	<ul style="list-style-type: none"> • Demonstrates understanding of longer texts in the target language by, for example, noting down facts from the text, answering some

	<p>and culture in some of the countries where the language I am learning is spoken. MLAN 3-09a</p>	<ul style="list-style-type: none"> • Read a text with cultural references from the country/countries where the language is spoken. 		<p>questions, or explaining to others the main points and some supporting detail of the text.</p> <ul style="list-style-type: none"> • Identifies cultural differences through reading a range of texts about the country and its inhabitants in the target language.
	<p>I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. MLAN 4-09a</p>	<ul style="list-style-type: none"> • Recognise and show an appreciation of the differences between Scotland/home area and the target country from a longer text or video clip. • Read a text and understand the cultural references from the country/countries where the language is spoken. 	<ul style="list-style-type: none"> • I can name and <i>show my understanding of</i> differences and similarities about life in Scotland and the target country/ countries where the language I am learning is spoken and explain it to others. • I can use a range of support to find out facts <i>about cultural events and the background to them from authentic sources</i> about this country using ICT or other resources in class. 	<ul style="list-style-type: none"> • Demonstrates increasing understanding of straightforward texts containing unfamiliar language by, for example, explaining to others the main points, noting down facts in English, or answering some questions about the text. • Identifies and comments in the target language on cultural differences and similarities between Scotland and the target language country/countries. • Is building knowledge of cultural differences through reading a range of texts in the target language and carrying out some research about the country/ countries where the language is spoken and its inhabitants.

<p>Reading for interest and enjoyment</p>	<p>I can select and read for interest and enjoyment a range of texts, including longer imaginative texts in a variety of styles, both prose and poetry, which may have had some adaptation. MLAN 3-10a</p> <p>I can select and read for interest and enjoyment a range of more detailed texts containing complex language, including imaginative accounts, both prose and poetry, which use familiar and unfamiliar language and may have had some adaptation. MLAN 4-10a</p>	<ul style="list-style-type: none"> • Select a text from a variety in the target language and share my learning with others • Select a text of personal interest from a variety of styles and formats in the target language and share my learning with others 	<ul style="list-style-type: none"> • I can select an unfamiliar text, or story and read and understand with support. • I can show my understanding by answering in a variety of question forms in English. • I can select an unfamiliar text, or story, <i>which I find interesting</i> and read and understand with support. • I can show my understanding by <i>giving more detailed answers to</i> a variety of question forms in English. 	<ul style="list-style-type: none"> • Applies a range of reading skills and strategies to read unfamiliar vocabulary with increasing understanding a range of texts, including more extended reading passages or stories. Uses knowledge of context, cognates and grammatical structures to support understanding. • <i>Independently selects longer texts such as short stories, prose, poetry, texts from websites, newspapers or magazines for enjoyment and interest. These include straightforward language structures but also include unfamiliar vocabulary and expressions appropriate to the level.</i>
<p>Using knowledge about language</p>	<p>I can use a bilingual dictionary independently to help me understand new language. MLAN 3-11a</p> <p>I can recognise features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words.</p>	<ul style="list-style-type: none"> • Understand how to use a bi-lingual dictionary to support understanding • Explore the main features of words and make connections 	<ul style="list-style-type: none"> • I understand how to use a bi-lingual dictionary and use it routinely to help my understanding • <i>I can use context to help me</i> find the correct meaning of a word in the dictionary. • I can confidently identify parts of speech to help my understanding when I read. 	<ul style="list-style-type: none"> • Uses a bilingual dictionary or other reference sources to check and spell commonly misspelt or unfamiliar words. • Recognises common prefixes, suffixes and blends of letters. Identifies connections between words. Uses this knowledge to identify cognates in order to help work out the meaning of new words.

	<p>MLAN 3-11b</p> <p>I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. MLAN 4-11a</p>	<ul style="list-style-type: none"> Understand how to use a bi-lingual dictionary or other resource to support understanding of detailed texts, containing a range of grammatical structures and make connections with knowledge of English. 	<ul style="list-style-type: none"> I understand how to use a bi-lingual dictionary and use it routinely to help my understanding of a text or <i>support my writing in the language I am learning</i> I can use context to help me find the correct meaning of a word in the dictionary. I can confidently identify parts of speech to help my understanding when I read <i>and support my written accuracy in the language I am learning.</i> 	<ul style="list-style-type: none"> Identifies parts of speech such as nouns, pronouns, adjectives, adverbs and verbs and applies this knowledge to support their understanding of texts. Uses a bilingual dictionary or other reference source to check the use of unfamiliar and commonly misspelt words and to cross-check their own understanding of the language. Applies knowledge of grammatical structures and connections between words to support understanding of texts containing a wider range of vocabulary and structures. This can include a variety of tenses, personal and possessive pronouns, word order and adjectival agreement
<p>Organising and using information</p>	<p>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 3-12a</p>	<ul style="list-style-type: none"> Plan and create a piece of writing with support. 	<ul style="list-style-type: none"> I can accurately write some phrases about myself and topics of my interest using writing frames, classroom displays and word lists I can plan my writing using a range of structures. I can read a text and respond using a framework to guide me. I can spell a range of familiar words without support. I can use my jotter or vocabulary notes to review my work for accuracy in spelling and content. 	<ul style="list-style-type: none"> Works with others to plan and review written work. Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling or structure. Produces written work in the target language which is mostly accurate in terms of use of personal

	<p>I can create, amend and present more extended information about myself and others, my experiences, or a topic of my choice for different purposes. MLAN 3-13a</p>	<ul style="list-style-type: none"> • Use the bi-lingual dictionary with some guidance to extend writing on a range of contexts 		<p>pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs.</p> <ul style="list-style-type: none"> • Applies knowledge of spelling patterns and rules to spell familiar words correctly. • Demonstrates knowledge and accurate application of punctuation norms in the target language such as use of capital letters, full stops, commas, exclamation marks, question marks and accents.
	<p>I can express opinions and can offer straightforward reasons for having those opinions. MLAN 3-13b</p>			<ul style="list-style-type: none"> • Uses simple sentences of increasing length. • Attempts to regularly link sentences using both coordinating and subordinating conjunctions, demonstrating some knowledge of word order rules where appropriate. • Justifies opinions using a range of adjectives, connectors and word order to give reasons for those opinions.
	<p>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,</p>	<ul style="list-style-type: none"> • Plan and create a piece of extended writing with support. • Use the bi-lingual dictionary or other resources with some 	<ul style="list-style-type: none"> • I can plan my writing using a range of structures and accurately <i>write a longer piece</i> about myself and topics of my interest <i>using a variety of support to suit my needs</i> • I can read a text and respond <i>using the text as a guide for content and format.</i> • I can use my vocabulary <i>and grammar notes</i> to review my work for accuracy in spelling and content. 	<ul style="list-style-type: none"> • Works with others to plan and check written work. • Uses support such as a bilingual dictionary, grammar notes, or digital technology to check accuracy in spelling and structures.

	<p>using ICT when appropriate. MLAN 4-12a</p> <p>I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words. MLAN 4-13a</p> <p>I can write about experiences, feelings and opinions and can offer reasons for having those opinions. MLAN 4-13b</p>	<p>guidance to extend writing on a range of contexts learned in class and of personal interest</p> <ul style="list-style-type: none"> Apply grammar rules to give writing variety and engage the reader. 		<ul style="list-style-type: none"> Produces an increasing variety of written work in the target language which uses straightforward sentences of varying length and type. Applies knowledge of spelling patterns and rules in the target language to spell familiar words correctly. Demonstrates familiarity with punctuation norms in the target language. Writes accurately using, for example, correct personal and possessive pronouns, correct verb forms, appropriate tenses and correct adjectival agreements. Links sentences using both coordinating and subordinating conjunctions, demonstrating knowledge of word order rules where appropriate. Justifies opinions using an increasing range of adjectives, connectors, verb forms and word order to give a more extensive range of reasons for their opinions.

<p>Using knowledge about language</p>	<p>I can check the accuracy of my writing using my knowledge about language, the support of others and appropriate reference materials, including success criteria. MLAN 3-14a</p> <p>I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. MLAN 4-14a</p>	<ul style="list-style-type: none"> • Understand the impact of the gender of a noun on adjectives • Understand some verb patterns in the singular e.g. I ; you; he/she/it and plural of common regular verbs • Apply grammar rules on verbs, adjectives, prepositions and word order accurately to improve writing in the target language • Use feedback to understand how to correct and improve written work 	<ul style="list-style-type: none"> • Using a dictionary and my grammar notes I can apply grammar rules to improve my writing. • I can work with a partner or in a small group to give and receive feedback to improve and correct my written work. • Using a dictionary and my grammar notes <i>I can apply a wider range of</i> grammar rules to improve my writing. • I can work on my own <i>or with a partner</i> to give and receive feedback to improve and correct my written work. • <i>I can work on my own to apply a simple correction code to correct and improve a piece of writing.</i> 	<ul style="list-style-type: none"> • Reviews and corrects writing to ensure it makes sense and meets its purpose. For example, uses a bilingual dictionary, grammar notes, or peer review to check accuracy and sense. • Applies a range of strategies and resources to ensure accuracy of spelling, including unfamiliar vocabulary. • Writes with increasing accuracy to convey meaning clearly, using a variety of structures to clarify meaning and enhance writing. • Edits and revises writing with increasing independence. Uses, for example, a bilingual dictionary, grammar notes or peer review to ensure clarity of meaning and accuracy to improve content, language and/or structure.
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