

Broad General Education: Language Learning Framework **Primary 1**

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from early to first level. In this suite of frameworks, the modern languages benchmarks are included at P1, P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 1

Early curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria	Benchmark
Listening for information	<p>I am learning to listen actively to the sounds of the target language through classroom language, songs, games and rhymes. MLAN 0-01a</p> <p>I am learning to take an active part in some daily classroom routines, responding to simple instructions which are accompanied by gesture and expression. MLAN 0-01b</p>	<ul style="list-style-type: none"> Listen actively to the sounds of the target language Identify familiar objects in the class in the target language. Take part in songs and rhymes Build on links between words Listen to and interpret instructions 	<ul style="list-style-type: none"> I can say hello and goodbye I can reply to my name on the register I can respond to simple classroom instructions Stand up/sit down/look/listen/repeat. I enjoy joining in with songs and rhymes I can listen, repeat and understand some new words I can recognise some classroom objects pencil/jotter/ book/ rubber/ruler etc. 	<ul style="list-style-type: none"> Participates actively in songs, rhymes and poems in the target language. Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing or gesture.

<p>Listening and talking with others</p>	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture. MLAN 0-02a</p> <p>I am beginning to share information about myself using familiar, rehearsed vocabulary to answer questions MLAN 0-02b</p> <p>With support I am becoming an active listener and can understand, ask and answer simple questions to share information. MLAN 0-03a</p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in to show my understanding. MLAN 0-05a</p>	<ul style="list-style-type: none"> Respond in simple terms to greetings and familiar questions Recognise the target language in everyday routines Take part in a short mini-role play with a partner. 	<ul style="list-style-type: none"> When asked, I can say my name and how I am feeling I can ask others their name and how they are feeling I can say my age and ask someone else's age I can take part in a short role play with a partner using simple interactions 	<ul style="list-style-type: none"> Responds appropriately to simple questions about themselves using simple sentences, words or gestures, for example, nodding and/or pointing. Listens and responds at the appropriate time to others by answering simple questions in the target language, for example, "how are you?" and "how old are you?" Uses some polite social terms to begin and end interactions, for example, "hello" "thank you" and "goodbye" Can translate simple/key words and phrases from the target language into their own language. Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime.
<p>Using knowledge about language</p>	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.</p>	<ul style="list-style-type: none"> Make some simple comparisons with English and the target language 	<ul style="list-style-type: none"> I can spot some things that are different in from my own language and some that are the same 	<ul style="list-style-type: none"> Identifies some sounds, letters and patterns which are different to English. Recognises familiar words in different contexts in, for example,

	MLAN 0-07		<ul style="list-style-type: none"> I can recognise some familiar words and say them correctly 	<p>well-known short stories, games and rhymes.</p> <ul style="list-style-type: none"> Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family and so on.
Finding and using information	<p>I enjoy exploring and playing with the patterns and sounds of the target language and I can show my understanding of familiar phrases in the target language in a variety of ways MLAN 0-08</p>	<ul style="list-style-type: none"> With support follow a simple story Recognise some key words in the target language and link to environmental print. 	<ul style="list-style-type: none"> I can understand a simple story read with my teacher I can show I understand and follow the story by gesture or mime or props. 	<ul style="list-style-type: none"> Uses a variety of non-verbal ways to demonstrate understanding of the target language, for example using mime, show-me boards, puppets or props. Shows understanding of an increasing number of phrases, core topic words and words of personal significance.

Broad General Education: Language Learning Framework **Primary 2**

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 2

First curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a</p> <p>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</p> <p>I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c</p>	<ul style="list-style-type: none"> • Listen actively to the sounds of the target language • Identify numbers from the target language • Identify familiar objects in the class in the target language. • Take part in songs and rhymes • Build on links between words • Listen to and interpret instructions • Make connections with the alphabet in English 	<ul style="list-style-type: none"> • I can say hello and goodbye • I can reply to my name on the register • I can say the date and some weather phrases. • I can respond to simple classroom instructions Stand up/ sit down/ look/ listen/ repeat. • I enjoy joining in with songs and rhymes • I can repeat the alphabet and spell my first name • I can listen, repeat and understand new words including numbers. • I can put numbers /days into the correct order. • I can recognise some classroom objects pencil/jotter/ book/ rubber/ruler etc.

<p>Listening and talking with others</p>	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p>MLAN 1-02a</p> <p>I am beginning to share information about myself using familiar vocabulary and basic language structures.</p> <p>MLAN 1-02b With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p>MLAN 1-03</p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.</p> <p>MLAN 1-05a</p> <p>I can participate in a range of collaborative activities.</p> <p>MLAN 1-05b</p>	<ul style="list-style-type: none"> • Respond in simple terms to greetings and familiar questions • Use the target language in everyday routines • Respond appropriately to questions asked in a short conversation. • Take part in a mini-role play with a partner. • Describe weather in target language e.g. using flashcards/ wall display/ IWB symbols 	<ul style="list-style-type: none"> • When asked I can say my name and how I am feeling • I can ask others their name and how they are feeling • I can say my age and ask someone else's age • I can take part in a short role play with a partner • I can take part in simple number games
<p>Organising and using information</p>	<p>Through a variety of media, I am developing an awareness of social, cultural and geographical aspects of</p>	<ul style="list-style-type: none"> • Listen to /watch a short video clip about a country 	<ul style="list-style-type: none"> • I can watch and understand a short video clip about this country. • I can identify this country's flag

	<p>locations in a country where the language I am learning is spoken. MLAN 1-06</p>	<p>where the language is spoken Identify one or two features of this country-map/flag etc.</p>	
<p>Using knowledge about language</p>	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 1-07a</p> <p>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</p>	<p>Make some simple comparisons with English and the target language</p>	<ul style="list-style-type: none"> • I can spot some things that are different in from my own alphabet and some that sound the same • I can recognise some familiar words and say them correctly
<p>Finding and using information</p>	<p>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</p> <p>I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. MLAN 1-08b</p>	<ul style="list-style-type: none"> • Recognise some key words in the target language from labels and environmental print. • Take part in simple matching activities using props and gestures 	<ul style="list-style-type: none"> • I can understand a simple story read with my teacher • I can show I understand and follow the story by sorting pictures or props

<p>Reading to appreciate other cultures</p>	<p>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.</p> <p>MLAN 1-09a</p>	<ul style="list-style-type: none"> Recognise some simple differences between Scotland/ home area and the target country from a text or video clip. 	<ul style="list-style-type: none"> I can name some differences about Scotland and the target country from work in class.
<p>Reading for interest and enjoyment</p>	<p>I have experienced a variety of simple texts, which may have been adapted for young learners.</p> <p>MLAN 1-10a</p>	<ul style="list-style-type: none"> Listen actively and follow a familiar story/ text in the target language. 	<ul style="list-style-type: none"> I can follow a story I already know in English and make connections in the language I am learning.
<p>Using knowledge about language</p>	<p>I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.</p> <p>MLAN 1-11a</p>	<ul style="list-style-type: none"> Show understanding of a simple text with relevant support. 	<ul style="list-style-type: none"> I can use pictures and displays to help me understand a story or new words
<p>Organising and using information</p>	<p>With support, I am beginning to experiment with writing in the language I am learning.</p> <p>MLAN 1-13</p>	<ul style="list-style-type: none"> Copy correctly a small range of familiar words in the target language on personal information. 	<ul style="list-style-type: none"> I can copy correctly some words about me in the language I am learning

Broad General Education: Language Learning Framework **Primary 3**

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 3

First curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a</p> <p>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</p> <p>I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c</p>	<ul style="list-style-type: none"> Listen actively to the sounds of the target language Identify numbers from the target language Identify familiar objects in the class in the target language. Take part in songs and rhymes Build on links between words Listen to and interpret instructions Make connections with the alphabet in English 	<ul style="list-style-type: none"> I can say hello and goodbye I can reply to my name on the register I can say the date and some weather phrases <i>with greater confidence</i>. I can respond <i>readily</i> to simple classroom instructions Stand up/ sit down/ look/ listen/ repeat. I enjoy joining in with songs, rhymes <i>and simple stories</i> I can repeat the alphabet and spell my first name <i>and other simple words</i> I can listen, repeat and understand new words including <i>a range of</i> numbers. I can put numbers /days into the correct order.

			<ul style="list-style-type: none"> I can understand the words for <i>an increasing range of classroom objects</i>
<p>Listening and talking with others</p>	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p><i>MLAN 1-02a</i></p> <p>I am beginning to share information about myself using familiar vocabulary and basic language structures.</p> <p><i>MLAN 1-02b</i> With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p><i>MLAN 1-03</i></p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.</p> <p><i>MLAN 1-05a</i></p> <p>I can participate in a range of collaborative activities.</p> <p><i>MLAN 1-05b</i></p>	<ul style="list-style-type: none"> Respond in simple terms to greetings and familiar questions Use the target language in everyday routines Respond appropriately to questions asked in a short conversation. Take part in a mini-role play with a partner. Describe weather in target language in real and imaginary situations. 	<ul style="list-style-type: none"> When asked I can say my name and how I am feeling I can ask others their name and how they are feeling <i>I can say where I live and ask someone where they live</i> I can say my age and ask someone else's age I can take part in a short role play with a partner <i>giving personal information.</i> I can take part in simple number games <i>taking turns with others.</i> I can identify <i>key phrases</i> in songs and rhymes <i>I can give simple opinions with support</i>

<p>Organising and using information</p>	<p>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</p>	<ul style="list-style-type: none"> • Listen to /watch a short video clip about a country where the language is spoken Identify one or two features of this country-map/flag etc. 	<ul style="list-style-type: none"> • I can watch and understand a short video clip about this country. • <i>I can identify this country from a simple map.</i> • <i>I can identify one or two famous places/ monuments in this country</i>
<p>Using knowledge about language</p>	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. MLAN 1-07a</p> <p>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</p>	<p>Make some simple comparisons with English and the target language</p>	<ul style="list-style-type: none"> • I can spot some things that are different in from my own alphabet and some that sound the same • <i>I can start to blend sounds for some unfamiliar words and say them correctly when I read aloud.</i>
<p>Finding and using information</p>	<p>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</p> <p>I can work on my own or with others to demonstrate my</p>	<p>Recognise some key words in the target language from labels and environmental print. Take part in matching activities using props and gestures</p>	<ul style="list-style-type: none"> • I can understand a simple story read with my teacher • I can show I understand and follow the story by sorting pictures or props • <i>I can identify key words from a familiar story, rhyme or poem</i>

	<p>understanding of words and phrases containing familiar language.</p> <p>MLAN 1-08b</p>		
<p>Reading to appreciate other cultures</p>	<p>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.</p> <p>MLAN 1-09a</p>	<p>Recognise some simple differences between Scotland/ home area and the target country from a text or video clip.</p>	<ul style="list-style-type: none"> I can name some differences about Scotland and the target country from work in class.
<p>Reading for interest and enjoyment</p>	<p>I have experienced a variety of simple texts, which may have been adapted for young learners.</p> <p>MLAN 1-10a</p>	<ul style="list-style-type: none"> Listen actively and follow a familiar story/ text in the target language. 	<ul style="list-style-type: none"> I can follow a story I already know in English and make connections in the language I am learning. <i>I can join in with key words in the story</i>
<p>Using knowledge about language</p>	<p>I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.</p> <p>MLAN 1-11a</p>	<ul style="list-style-type: none"> Show understanding of a simple text with relevant support. 	<ul style="list-style-type: none"> I can use <i>picture prompts, a short word list</i> or class displays to help me understand a story
<p>Organising and using information</p>	<p>With support, I am beginning to experiment with writing in the language I am learning.</p>	<ul style="list-style-type: none"> Copy correctly a small range of familiar words in the target language on 	<ul style="list-style-type: none"> <i>I can copy and label some familiar words correctly</i> <i>With support I can write some simple phrases about me.</i>

	MLAN 1-13	personal information.	
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Broad General Education: Language Learning Framework Primary 4

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 4

First curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria	Benchmarks
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally. MLAN 1-01a</p> <p>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</p> <p>I can listen to and show understanding of language from familiar voices and sources. MLAN 1-01c</p>	<ul style="list-style-type: none"> • Listen actively to the sounds of the target language • Identify numbers from the target language • Identify familiar objects in the class in the target language. • Take part in songs and rhymes • Build on links between words • Listen to and interpret instructions • Make connections with the alphabet in English 	<ul style="list-style-type: none"> • I can say greet my teacher and my friends • <i>I can take part confidently in daily class routines</i> • I can respond readily to <i>a range classroom instructions</i> • I enjoy joining in with familiar songs, rhymes and stories <i>and can fill in some missing words</i> • I can repeat the alphabet and spell my first name <i>and other simple words</i> • I can listen, repeat and understand a range of numbers <i>and use them in number games and activities</i> 	<ul style="list-style-type: none"> • Participates actively in songs, rhymes and poems in the target language. • Identifies some rhyming words. • Recalls selected 'missing' words / phrases in songs, rhymes or poems which have been well- practised and with the support of, for example, pictures and/or puppets. • Demonstrates understanding of simple classroom instructions through, for example, physical movement, pointing, gesture, symbols, or responding in the target language.

			<ul style="list-style-type: none"> I can answer <i>a range of questions about myself</i> 	<ul style="list-style-type: none"> Demonstrates understanding of familiar words and simple phrases conveying mostly personal information.
<p>Listening and talking with others</p>	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p><i>MLAN 1-02a</i></p> <p>I am beginning to share information about myself using familiar vocabulary and basic language structures.</p> <p><i>MLAN 1-02b</i> With support I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p><i>MLAN 1-03</i></p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning by joining in and responding to show my understanding.</p> <p><i>MLAN 1-05a</i></p> <p>I can participate in a range of collaborative activities.</p> <p><i>MLAN 1-05b</i></p>	<ul style="list-style-type: none"> Respond in simple terms to greetings and familiar questions Use the target language in everyday routines Respond appropriately to questions asked in a short conversation. Take part in a mini-role play with a partner. 	<ul style="list-style-type: none"> I can say my age and ask someone else's age I can take part in a short role play with a partner giving personal information <i>and simple opinions</i> <i>I can greet someone politely</i> I can take part in number games and <i>numeracy activities</i> taking turns with others. 	<ul style="list-style-type: none"> Responds appropriately to simple questions about themselves using simple sentences, words and gestures, for example, nodding and/or pointing. Shares simple, personal information about themselves on familiar topics, for example, when expressing likes or dislikes, Uses a few simple adjectives such as those related to size or colour and attempts to use some connectors, for example and, with. Listens and responds at the appropriate time to others by answering and asking simple questions in the target language. Uses some polite social terms to begin and end interactions. Gives a personal response to stories, songs, rhymes and poems in the target language. Can translate simple/key words and phrases from the target language into their own language.

				<ul style="list-style-type: none"> • Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime. • Collaborates with others in a range of activities, for example, short role plays, animated/ recorded dialogues, games and performances.
Organising and using information	<p>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.</p> <p>MLAN 1-06</p>	<ul style="list-style-type: none"> • Listen to /watch a short video clip about a country where the language is spoken Identify one or two features of this country-map/flag etc. 	<ul style="list-style-type: none"> • I can watch and understand a short film clip about this country. • I can identify this country from a simple map. • I can identify one or two famous places/ monuments in this country • <i>I can identify typical items such as food from this country</i> • <i>I can identify some similarities and some differences between Scotland and this country</i> • <i>I am aware of some festivals and celebrations that are typical of this country</i> 	<ul style="list-style-type: none"> • Identifies the location of the country and some main geographical features, for example, the capital city, important landmarks, the national flag(s). • Demonstrates understanding of basic cultural references to the country/countries where the target language is spoken. This may include, for example, references to food or national celebrations. • Identifies some similarities and differences between Scotland and the country/countries where the target language is spoken, for example, the school day, the climate or different currencies.

<p>Using knowledge about language</p>	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion. <i>MLAN 1-07a</i></p> <p>I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. <i>MLAN 1-07b</i></p>	<p>Make some simple comparisons with English and the target language</p>	<ul style="list-style-type: none"> • <i>I can spell a range of words using this alphabet</i> • <i>I can blend</i> sounds for some unfamiliar words and say them correctly when I read aloud • <i>I can use correct pronunciation and sound patterns to make myself understood</i> 	<ul style="list-style-type: none"> • Identifies sounds, letters and patterns to read words contained in familiar rhymes, songs and/or short texts. • Uses words which are similar in English to support understanding of unfamiliar words. • Recognises familiar words in different contexts in, for example, well-known short stories, games and rhymes. • Pronounces familiar words clearly to support communication, for example, when talking about themselves, giving details such as name, age, family, pets, favourite colours/foods/animals.
<p>Finding and using information</p>	<p>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. <i>MLAN 1-08a</i></p> <p>I can work on my own or with others to demonstrate my understanding of</p>	<p>Recognise some key words in the target language from labels and environmental print.</p> <p>Take part in matching activities using props and gestures</p>	<ul style="list-style-type: none"> • <i>I can show my understanding a simple story on my own or in a group</i> • <i>I can complete a variety of tasks to show my understanding of a text.</i> • I can identify key words from a familiar story, rhyme or poem. 	<ul style="list-style-type: none"> • Reconstructs a known text /story in a logical sequence, using for example, simple words, pictures, labels, puppets or props to show understanding of written text in the target language. • Matches images with appropriate word/ text in the target language. • Shows understanding of an increasing number of phrases, core topic words and words

	<p>words and phrases containing familiar language.</p> <p>MLAN 1-08b</p>			<p>of personal significance, alone or in text.</p>
<p>Reading to appreciate other cultures</p>	<ul style="list-style-type: none"> 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. <p>MLAN 1-09a</p>	<ul style="list-style-type: none"> Recognise some simple differences between Scotland/ home area and the target country from a text or video clip. 	<ul style="list-style-type: none"> I can name some differences and similarities about life in Scotland and the target country. <i>Using support I can work on my own or with a partner to find out facts about this country</i> 	<ul style="list-style-type: none"> Identifies some key cultural differences between Scotland and the country/countries where the language is spoken through visual texts with simple vocabulary, for example, video clips or texts supported by pictures.
<p>Reading for interest and enjoyment</p>	<p>I have experienced a variety of simple texts, which may have been adapted for young learners.</p> <p>MLAN 1-10a</p>	<ul style="list-style-type: none"> Listen actively and follow a familiar story/ text in the target language. <i>Join in with key words and phrases</i> 	<ul style="list-style-type: none"> <i>I can select a familiar short text, rhyme or story and understand and read with confidence</i> 	<ul style="list-style-type: none"> Demonstrates understanding of simple texts in the target language through, for example, retelling some details in English, selecting and sequencing appropriate images, matching activities or talking about the bits they liked best.

<p>Using knowledge about language</p>	<p>I am beginning to use illustrated word-banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts.</p> <p>MLAN 1-11a</p>	<ul style="list-style-type: none"> • Show understanding of a simple text with relevant support. 	<ul style="list-style-type: none"> • I can use picture prompts, a short word list or class displays to help me understand a story <i>from a range of contexts I have learned in class</i> 	<ul style="list-style-type: none"> • Uses a variety of familiar resources to support their understanding of simple texts.
<p>Organising and using information</p>	<p>With support, I am beginning to experiment with writing in the language I am learning.</p> <p>MLAN 1-13</p>	<ul style="list-style-type: none"> • Copy correctly a small range of familiar words in the target language on personal information. 	<ul style="list-style-type: none"> • I can label some familiar words correctly • With support I can write some phrases about me. • <i>I can spell some familiar words</i> 	<ul style="list-style-type: none"> • Creates simple new texts based around the familiar words and phrases practised during talking, listening and reading activities, using support materials, for example, word banks, picture dictionaries, and/or writing frames. • Shows some awareness of punctuation and accents and attempts to use them when writing in the target language. • Writes simple phrases to convey personal information, labels in the target language for objects in the classroom and around the school.

Broad General Education: Language Learning Framework Primary 5

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 5

Second curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. <i>MLAN 2-01a</i></p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. <i>MLAN 2-01b</i></p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. <i>MLAN 2-01c</i></p>	<ul style="list-style-type: none"> • Enjoy taking part in a range of songs, rhymes and raps • Take part in daily routines and take the lead in some basic tasks • Understand and respond to a range of more complex instructions • Using in the target language in a wider range of contexts 	<ul style="list-style-type: none"> • I enjoy joining in with songs, rhymes and stories and raps. • I can take part confidently in daily class routines <i>and can lead some simple tasks with my classmates</i> • I can respond readily to a range classroom instructions <i>from my teacher or another pupil</i> • <i>I can use some target language in other areas of my learning e.g. mental maths, PE</i>

Listening and talking with others

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

- Understand answer range of personal questions
- Show understanding verbally or non-verbally to more complex tasks/questions

- Listen actively to others and answer at appropriate points.
- Extend learning on personal information

- Use and adapt prepared phrases/structures to talk about topics of interest from classwork

- Learn one or two simple ways to ask for help in understanding

- I can answer a range of questions about myself, *my family, my home area*.
- *I can show I understand a question or instruction by an action or a gesture.*
- I can take part in a short role play with a partner, giving personal information *and simple opinions*
- *I can take part in a short conversation about a topic we are learning*
- *I can start and end a conversation politely e.g. say hello at the beginning and goodbye at the end of a conversation.*
- *I can ask for help to understand a question or request*

	<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<ul style="list-style-type: none"> • Extend the range of songs and rhymes and link to current contexts • Learners experience a range of paired or group activities related to the context. 	<ul style="list-style-type: none"> • <i>I enjoy songs and rhymes on topics that interest me</i> • I can take part in games and <i>activities</i> , taking turns with others.
<p>Organising and using information</p>	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>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</p>	<ul style="list-style-type: none"> • Watch a short video or read a text with support clip about a country where the language is spoken and identify some simple facts e.g. some towns/ monuments/ festivals etc. 	<ul style="list-style-type: none"> • I can <i>confidently</i> give some simple facts about the country I am learning about in English.

	<p>aspect of life in a country where the language I am learning is spoken. MLAN 2-06b</p>		
<p>Using knowledge about language</p>	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. MLAN 2-07a</p> <p>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</p>	<p>Make some simple comparisons with English and the target language</p> <ul style="list-style-type: none"> • Understand how to blending of sounds in the target language and apply this to new words with correct pronunciation and intonation 	<ul style="list-style-type: none"> • <i>I can make some connections with words in English and the language I am learning</i> • <i>I am more confident in linking written and spoken words</i> • I can blend sounds for some unfamiliar words and say them correctly
<p>Finding and using information</p>	<p>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</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</p>	<ul style="list-style-type: none"> • Recognise some key words in the target language in a story and be able to re-structure the story using props , pictures or gestures 	<ul style="list-style-type: none"> • I can show my understanding of a story on my own or in a group • <i>I can re-order pictures or props to retell a story</i> • I can identify key words from a story • <i>I am more confident in understanding familiar words in signs, labels and texts</i>

<p>Reading to appreciate other cultures</p>	<p>MLAN 2-08b</p> <p>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.</p> <p>MLAN 2-09a</p>	<p>Recognise some simple differences between Scotland/ home area and the target country from a text or video clip.</p>	<ul style="list-style-type: none"> • <i>I can name</i> some differences and similarities about life in Scotland and the target country. • <i>Using support, I can work on my own or with a partner to find out facts about this country</i>
<p>Reading for interest and enjoyment</p>	<p>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.</p> <p>MLAN 2-10a</p>	<ul style="list-style-type: none"> • Listen actively and follow a story/ text in the target language and join in with key words and phrases 	<ul style="list-style-type: none"> • I can select <i>an unfamiliar</i> short text, rhyme or story and read and understand most of it <i>with support</i>.
<p>Using knowledge about language</p>	<p>I can understand how a bilingual dictionary works and use it with support.</p> <p>MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p>MLAN 2-11b</p> <p>I experiment with new language, working out the</p>	<ul style="list-style-type: none"> • Understand how to use a bi-lingual dictionary • Have confidence in using the alphabet to find common nouns in English and the target language • Explore the dictionary through a range of activities 	<ul style="list-style-type: none"> • <i>I am beginning to understand how to use a bilingual dictionary</i> • <i>I can use the dictionary to find the words I need in English and in the language I am learning.</i>

	<p>meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>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</p>		
<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 2-12a</p> <p>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</p> <p>I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b</p>	<ul style="list-style-type: none"> • Write correctly a range of familiar words in the target language on personal information. • Use the bi-lingual dictionary with some guidance • Understand the role of accents in the language I am learning 	<ul style="list-style-type: none"> • With support I can write some phrases about me. • I can spell some familiar words. • <i>I am beginning to use the dictionary to check my spelling</i> • <i>I understand why accents are used</i>
<p>Using knowledge about language</p>	<p>I use my knowledge about language and success criteria to help me, and I can check</p>	<ul style="list-style-type: none"> • Understand the use of gender in nouns 	<ul style="list-style-type: none"> • <i>I understand the idea of gender in nouns</i> • <i>I can identify if a noun is masculine,</i>

	that I have written familiar words and phrases accurately. MLAN 2-14a	<ul style="list-style-type: none">• Understand how to identify the gender of a noun	<i>feminine or neuter</i>
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Broad General Education: Language Learning Framework Primary 6

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 6

Second curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<ul style="list-style-type: none"> • Enjoy taking part in a range of songs, rhymes and raps • Take part in daily routines and take the lead in some basic tasks • Understand and respond to a range of more complex instructions in the target language 	<ul style="list-style-type: none"> • I can <i>readily join in</i> with songs, rhymes and stories and raps. • I can take part confidently in daily class routines and can lead some simple tasks with my classmates • <i>I can follow longer or more complex instructions</i> • I can respond readily to a range of classroom instructions from my teacher or another pupil. • I can use some target language in other areas of my learning e.g. mental maths; PE

<p>Listening and talking with others</p>	<p>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</p> <p>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</p> <p>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</p> <p>I can ask for help confidently using learned phrases and familiar language. MLAN 2-04a</p>	<ul style="list-style-type: none"> • Understand answer range of personal questions including question words. • Show understanding verbally or non-verbally to more complex tasks/questions • Listen actively to others and answer at appropriate points. • Use and adapt prepared phrases/structures to talk about topics of interest from classwork • Learn one or two simple ways to ask for help in understanding • Extend the range of songs and rhymes and link to current contexts 	<ul style="list-style-type: none"> • I can <i>readily</i> answer a range of questions about myself, my family, my home area • I can show I understand a question or instruction by an action or a gesture. • <i>I understand and can use some question words e.g. where/what/when/ why</i> • I can take part in a short role play with a partner giving personal information and <i>express positive and negative opinions</i> • I can start and end a conversation politely • I can extend my answers with some adjectives about myself or others • I can take part with more <i>confidence</i> in a short conversation about a topic we are learning • I can <i>confidently</i> ask for help to understand a question or request
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	<p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays. MLAN 2-05b</p>	<ul style="list-style-type: none"> Learners experience a range of paired or group activities related to the context. 	<ul style="list-style-type: none"> I enjoy songs rhymes and <i>short video clips</i> on topics that interest me I can take part <i>in a range of</i> games And activities taking turns with others.
<p>Organising and using information</p>	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. MLAN 2-06a</p> <p>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</p>	<ul style="list-style-type: none"> Watch a short video or read a text with support clip about a country where the language is spoken and identify some simple facts e.g. some towns/ monuments/ festivals etc. 	<ul style="list-style-type: none"> I can confidently give some simple facts about the country I am learning about <i>In a group or with a partner, I can use ICT to research an area or feature of the country I am learning about</i>

	<p>language I am learning, on an aspect of life in a country where the language I am learning is spoken.</p> <p>MLAN 2-06b</p>		
<p>Using knowledge about language</p>	<p>I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation.</p> <p>MLAN 2-07a</p> <p>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.</p> <p>MLAN 2-07b</p>	<p>Make some comparisons with English and the target language</p> <p>Understand the blending of sound in the target language and apply this to new words with correct pronunciation and intonation</p>	<ul style="list-style-type: none"> • <i>I can make connections with words in English and the language I am learning</i> • I am more confident in linking written and spoken words • I can blend sounds for some unfamiliar words and say them correctly
<p>Finding and using information</p>	<p>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.</p> <p>MLAN 2-08a</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.</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 using props or pictures • Answer questions about a text or story in a range of formats 	<ul style="list-style-type: none"> • I can show my understanding of a story on my own or in a group • I can order pictures or props to retell a story • <i>I can answer questions about a story or simple text by identifying key words.</i> • I am more confident in understanding familiar words on signs, labels and in <i>texts in different contexts</i>

<p>Reading to appreciate other cultures</p>	<p>MLAN 2-08b</p> <p>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.</p> <p>MLAN 2-09a</p>	<p>Recognise some simple differences between Scotland/ home area and the target country from a text or video clip.</p>	<ul style="list-style-type: none"> • I can name some differences and similarities about life in Scotland and the target country. • I can work on my own or with a partner to find out facts about this country <i>using ICT or other resources in class.</i>
<p>Reading for interest and enjoyment</p>	<p>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.</p> <p>MLAN 2-10a</p>	<ul style="list-style-type: none"> • Listen actively and follow a story/ text in the target language and share learning with others 	<ul style="list-style-type: none"> • I can select an unfamiliar short text, rhyme or story and understand and read with support. • <i>I can share what I have learned with my partner or a group</i>
<p>Using knowledge about language</p>	<p>I can understand how a bilingual dictionary works and use it with support.</p> <p>MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p>MLAN 2-11b</p> <p>I experiment with new language, working out the meaning of words and</p>	<ul style="list-style-type: none"> • Understand how to use a bi-lingual dictionary • Use and understand dictionary codes to identify adjectives and verbs in English and the target language • Explore the dictionary through a range of activities 	<ul style="list-style-type: none"> • <i>I understand how to use a bilingual dictionary</i> • Through some activities , I can use the dictionary to find <i>nouns , verbs and adjectives</i> in English and in the language I am learning.

	<p>phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>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</p>		
<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 2-12a</p> <p>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</p> <p>I can use familiar language to describe myself and to exchange straightforward information. MLAN 2-13b</p>	<ul style="list-style-type: none"> • Write correctly a range of familiar words in the target language on personal information. • Use the bi-lingual dictionary with some guidance • Understand the role of accents in the language I am learning 	<ul style="list-style-type: none"> • I can write some phrases about me <i>using writing frames, classroom displays and word lists</i> • <i>I can extend my writing using connectives</i> • I can spell some familiar words • I can use the dictionary to check my spelling • I understand why accents are used
<p>Using knowledge about language</p>	<p>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.</p>	<ul style="list-style-type: none"> • Understand the use of gender in nouns • Understand how to identify the gender of a noun 	<ul style="list-style-type: none"> • I understand the idea of gender in nouns • I can identify if a noun is masculine,

	MLAN 2-14a		feminine or neuter <i>and understand if this changes other words around it.</i>
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Broad General Education: Language Learning Framework Primary 7

This framework gives a generic example of planning for progression in language learning mapped against the experiences and outcomes from first to second level. The modern languages benchmarks are added at P4 and P7 as a guide for teachers in moderating the progress of learners at these key stages.

Primary 7

Second curriculum level

Skills	Experiences and Outcomes	Learning Intention	Success Criteria	Benchmark
Listening for information	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. MLAN 2-01a</p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. MLAN 2-01b</p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. MLAN 2-01c</p>	<ul style="list-style-type: none"> • Enjoy taking part in a range of songs, rhymes and raps • Take part in daily routines and take the lead in some basic tasks • Understand and respond to a range of more complex instructions in the target language 	<ul style="list-style-type: none"> • I can readily join in <i>and remember the words to</i> songs, rhymes, stories and raps. • I can take part confidently in daily class routines and can lead some tasks with my classmates (e.g. <i>take the register/ lunch orders</i>) • I can follow longer or more complex instructions • I can respond readily to a range classroom instructions from my 	<ul style="list-style-type: none"> • Participates actively in songs, rhymes and poems in the target language. • Demonstrates understanding of songs and rhymes through, for example, retelling, appropriate gestures and mimes. • Identifies rhyming words. • Predicts ‘missing’ words from familiar songs, rhymes or poems. • Recalls and can repeat parts of well-known songs or rhymes, sometimes with the support of, for example, pictures or gestures. • Demonstrates understanding of a range of classroom

			<p>teacher or another pupil <i>with a reply or an action.</i></p> <ul style="list-style-type: none"> I can <i>routinely</i> use some target language in other areas of my learning e.g. mental maths, PE I can readily answer a range of routine questions about on familiar contexts such as myself, my family, my home area, <i>my school</i> 	<p>instructions through, for example, physical movement, carrying out some tasks or responding in the target language.</p> <ul style="list-style-type: none"> Demonstrates understanding of familiar words and phrases in increasingly full sentences/phrases which convey information about familiar contexts, for example, self, home, family, school
<p>Listening and talking with others</p>	<p>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.</p>	<ul style="list-style-type: none"> Understand answer range of personal questions including question words. Show understanding verbally or non-verbally to more complex tasks/questions 	<ul style="list-style-type: none"> I can show I understand a question or instruction by an action or a gesture. I understand and can use a range of question words e.g. where/what/ when/ why 	<ul style="list-style-type: none"> Responds appropriately to questions about him/herself using sentences, phrases, words and gestures such as nodding and/or pointing. Applies non-verbal techniques when engaging with others, for example, eye contact, facial

	<p>MLAN 2-02a</p> <p>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.</p>	<p>Listen actively to others and answer at appropriate points.</p>	<ul style="list-style-type: none"> I can take part in a short role play with a partner giving personal information and express positive and negative opinions <i>with increasing accuracy</i> 	<p>expressions and/or body language.</p> <ul style="list-style-type: none"> Shares personal information on familiar topics such as expressing likes or dislikes with increasing confidence and accuracy. Speaks increasingly in fuller sentences/phrases, using basic connectors such as 'and, but, with, because'.
	<p>MLAN 2-03a</p> <p>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.</p>	<p>Extend learning on personal information</p> <p>Use and adapt prepared phrases/structures to talk about topics of interest from classwork</p>	<ul style="list-style-type: none"> I can extend my answers with some adjectives about myself or others <i>I can extend my answers using connectives e.g. and; but; with; because.</i> 	<ul style="list-style-type: none"> Uses a number of familiar adjectives such as those related to describing self and others. Listens and responds at the appropriate time to others by answering and asking simple questions, applying previously rehearsed language.
	<p>MLAN 2-03b</p> <p>I can ask for help confidently using learned phrases and familiar language.</p>	<p>Learn one or two simple ways to ask for help in understanding</p>	<ul style="list-style-type: none"> I can take part <i>confidently</i> in a short conversation about a <i>topic we are learning and have practised in class</i> 	<ul style="list-style-type: none"> Uses polite social terms to begin and end interactions. Talks, for example, about him/herself and others, with an increasing range of vocabulary.
	<p>MLAN 2-04a</p> <p>I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together.</p>	<p>Extend the range of songs and rhymes and link to current contexts</p>	<ul style="list-style-type: none"> I can start and end a conversation politely 	<ul style="list-style-type: none"> Listens, takes turns and contributes appropriately when engaging with others in increasingly sustained conversations and role-plays, albeit using simple and familiar language structures.
	<p>MLAN 2-05a</p> <p>I can participate in familiar collaborative activities including games, paired speaking and short role plays.</p>	<p>Learners experience a range of paired or group activities related to the context.</p>	<ul style="list-style-type: none"> I can confidently ask for help to understand a question or request. 	<ul style="list-style-type: none"> Responds appropriately to the views of others, by asking and answering questions in the target language about familiar topics, for example about likes/dislikes in terms of food

			<ul style="list-style-type: none"> • I can take part in a range of games and activities taking turns with others. • <i>I make connections with Words I already know to work out the meaning of some new words</i> • I can take part in games and activities <i>using as much of the language I am learning as I can</i> 	<p>and drink, sport, school subjects, local community.</p> <ul style="list-style-type: none"> • Is able to begin and end conversations appropriately. • In the target language, requests that others, for example, 'repeat' or 'slow down'. • Demonstrates understanding of songs and rhymes in the target language through appropriate repetition of key words or sections, actions, gestures and mime. • Uses contextual clues to infer the meaning of any new vocabulary. • Collaborates with others to play a variety of games in the target language such as playground games, board and card games in digital and traditional formats. • Participates in paired speaking activities and role-plays with support, for example, from pictures or symbols. Works collaboratively on speaking tasks in the target language, conveying personal information and information about others. Sustains conversations long enough to demonstrate understanding and use of basic structures and familiar vocabulary in different contexts.
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			<ul style="list-style-type: none"> • <i>I can work in pairs or in groups on tasks across a range of contexts I have learned</i> 	
<p>Organising and using information</p>	<p>I can deliver a brief presentation on a familiar topic using familiar language and phrases. <i>MLAN 2-06a</i></p> <p>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. <i>MLAN 2-06b</i></p>	<ul style="list-style-type: none"> • Watch a short video or read a text with support clip about a country where the language is spoken and identify some simple facts e.g. some towns/monuments/festivals etc. • Work with others to research a country where the language is spoken, using ICT or other media • Make a short presentation using some target language on a country where the language is spoken • 	<ul style="list-style-type: none"> • I can confidently give some simple facts about the country I am learning about • In a group or with a partner, I can use ICT <i>and other resources</i> to research an area or feature of the country I am learning about • <i>With a partner, or as part of a group, I can present information on the country I am learning about to others using English and the language I am learning.</i> 	<ul style="list-style-type: none"> • Presents to group or class, in the target language, a brief presentation on a theme which interests him/her using, for example, pictures, power point, podcast or video recording as support. Sustains presentations long enough to demonstrate accuracy in pronunciation and expression appropriate to the level. • Works collaboratively to demonstrate understanding of cultural aspects of the country/countries where the target language is spoken via a presentation on a theme of his/her choice. • Can identify some similarities and differences between Scotland and the country/countries where the target language is spoken, such as differences in school systems, foods, how festivals are celebrated.

Using knowledge about language

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

Make some comparisons with English and the target language

Understand the blending of sound in the target language and apply this to new words with correct pronunciation and intonation

- I can make connections with words in English and the language I am learning
- I am *confident* in linking written and spoken words
- I can blend sounds for some unfamiliar words and say them correctly
- *I can use my knowledge of phonics to help me pronounce words correctly and make myself understood when reading aloud*

- Applies knowledge of sounds/phonics in the target language to support pronunciation and understanding of words, sounds, letters and patterns to read familiar words in texts and attempts unfamiliar words and phrases with increasing confidence and accuracy.
- Uses words that are similar in different languages and contextual clues to support understanding of unfamiliar words.
- Recognises familiar words in different contexts, for example, in short stories, games and rhymes.
- Pronounces familiar words clearly to support communication.
- Applies phonics knowledge and pronunciation rules of the target language to pronounce unfamiliar words with increasing confidence and accuracy. Adds expression to show understanding when reading familiar texts.

<p>Finding and using information</p>	<p>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</p> <p>I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. MLAN 2-08b</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 using props or pictures Answer questions about a text or story in a range of formats 	<ul style="list-style-type: none"> I can show my understanding of a story on my own or in a group I can re-order pictures or props to re-tell a <i>story in my own words</i> I can answer questions about a story or simple text by identifying key words . <i>I can read and understand short texts in different formats</i> <i>I can work with a partner or in a group on longer or more complex texts that are related to a topic I have been learning in class</i> 	<ul style="list-style-type: none"> Matches images to appropriate text in the target language. Uses context clues to read and understand the meaning of texts in the target language containing unfamiliar words. Sequences pictures/labels to order key events in a text written in the target language. Summarises the text in English. Shows understanding of an increasing number of common/high frequency words, such as core topic words, and phrases, seen either individually or within a text. For example, this might include language used when describing others or free time activities. It may also include vocabulary connected to interdisciplinary themes where opportunities to understand or use the target language are integral to the tasks involved
<p>Reading to appreciate other cultures</p>	<p>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.</p>	<p>Recognise some simple differences between Scotland/ home area and the target country from a text or video clip.</p>	<ul style="list-style-type: none"> I can name some differences and similarities about life in Scotland and the target country/ <i>countries where the language I am learning is spoken.</i> 	<ul style="list-style-type: none"> Demonstrates understanding of a range of simple texts appropriate to the level, including photographs, maps, artefacts and artworks in the target language by, for

	MLAN 2-09a		<ul style="list-style-type: none"> I can work on my own or with a partner to find out facts about this country using ICT or other resources in class. 	<p>example, explaining to others the gist of the text in English, noting down facts from the text in English, or answering some questions in English about the texts they have read. Identifies cultural differences and similarities between Scotland and the target language country/countries.</p>
Reading for interest and enjoyment	<p>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.</p> <p>MLAN 2-10a</p>	<ul style="list-style-type: none"> Listen actively and follow a story/ text in the target language and share learning with others 	<ul style="list-style-type: none"> I can select an unfamiliar short text, rhyme or story and understand and read with support. I can share what I have learned with my partner or a group <i>and give my opinion and reasons</i> 	<ul style="list-style-type: none"> Demonstrates understanding of texts in both familiar and unfamiliar contexts which are written mainly in the present tense and come from a range of genre. Expresses opinions in English about texts they have read in the target language.
Using knowledge about language	<p>I can understand how a bilingual dictionary works and use it with support.</p> <p>MLAN 2-11a</p> <p>I can make comparisons and explore connections between spelling patterns in English and the language I am learning.</p> <p>MLAN 2-11b</p> <p>I experiment with new language, working out the</p>	<ul style="list-style-type: none"> Understand how to use a bi-lingual dictionary Use and understand dictionary codes to identify adjectives and verbs in English and the target language 	<ul style="list-style-type: none"> I understand how to use a bi-lingual dictionary Through some activities I can use the dictionary to find nouns , verbs and adjectives in English and in the language I am learning. <i>I am beginning to use context to find the correct</i> 	<ul style="list-style-type: none"> Uses a bilingual dictionary to support understanding of unfamiliar vocabulary in the target language and to cross-check words or phrases they have written in the target language. Can explain the similarities and differences between using a monolingual and bilingual dictionary. Identifies words in the target language which are similar in

	<p>meaning of words and phrases using vocabulary I have learned so far. MLAN 2-11c</p> <p>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</p>	<ul style="list-style-type: none"> Explore the dictionary through a range of activities 	<p><i>meaning of a word in the dictionary.</i></p>	<p>different languages to support understanding of unfamiliar words.</p> <ul style="list-style-type: none"> Applies knowledge of alphabetical order to locate words in a dictionary or other reference source to help spell tricky or unfamiliar words. Applies understanding of the different sounds made by letters and letter blends in the target language. Decodes unfamiliar vocabulary and structures using knowledge of spelling patterns in the target language and through recognition of similar words in English. Identifies parts of speech such as nouns, adjectives, adverbs, verbs after discussion in English. Applies this knowledge of grammatical structures as appropriate when reading in the target language to support comprehension.
<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.</p>	<ul style="list-style-type: none"> Write correctly a range of familiar words in the target language on personal information. 	<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 extend my writing using connectives 	<ul style="list-style-type: none"> Works with others to plan and check written work. Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to

	<p>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.</p> <p>MLAN 2-13a I can use familiar language to describe myself and to exchange straightforward information.</p> <p>MLAN 2-13b</p>	<ul style="list-style-type: none"> • Use the bi-lingual dictionary with some guidance • Understand the role of accents in the language I am learning 	<ul style="list-style-type: none"> • <i>I can read a text and respond using a framework to guide me.</i> • I can spell some familiar words without support • I can use the dictionary to check my spelling • I understand why accents are used • <i>I can review my work for accuracy in spelling and content with a partner</i> • <i>I can use correct punctuation forms to give my writing meaning</i> 	<p>produce written text in the target language.</p> <ul style="list-style-type: none"> • Uses ICT when appropriate to check words and to produce written text in different formats • With support from reference materials, produces written work in the target language which is mostly accurate in terms of basic grammar such as use of verbs, adjectives and word order. • Writes for a variety of purposes and audiences. • Produces written work in the target language which is mostly accurate in terms of: <ul style="list-style-type: none"> ▪ Punctuation ▪ Spelling ▪ Accents.
<p>Using knowledge about language</p>	<p>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.</p> <p>MLAN 2-14a</p>	<ul style="list-style-type: none"> • Understand the use of gender in nouns • Understand the impact of the gender of a noun • Understand some verb patterns in the singular e.g. I ; you; he/she/it. 	<ul style="list-style-type: none"> • I understand the idea of gender in nouns • I can identify if a noun is masculine, Feminine (or neuter) and understand if this changes the words around it. • <i>I can understand the changes to a verb</i> 	

			<i>depending on who is doing the action</i>	
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