

Early Level Modern Languages Experiences and Outcomes and Benchmarks for use from Primary 1

These **partial** Experiences and Outcomes and the accompanying Benchmarks are designed to support practitioners delivering the first additional language (L2) in Primary 1. The Early Level Experiences and Outcomes and the Benchmarks are based on the national guidance, suggesting that schools may wish to begin teaching the L2 in the second term of Primary 1, that is, after the autumn break:

“The school will decide the starting point for the introduction of the modern language in P1. Teachers may wish to introduce the modern language at the beginning of the autumn term once children are in school for full days, or they may prefer to wait until after the autumn break when class routines are established. Planning should ensure that adequate curriculum time is allocated for introducing, practising and embedding the modern language so that it becomes an integral part of children’s learning.” [Education Scotland, National Improvement Hub, ‘A 1+2 Approach to Language Learning’]

Guidance on the introduction of the L2, including integration of classroom routines and a suggested ‘step by step’ approach to initial lessons can be found on the National Improvement Hub (NIH) at: [ES 1+2 initial lesson example](#) Further resources to support practitioners to deliver the L2 can be found on the NIH at : [ES resources for L2](#) These resources form part of the support available to teachers as they implement the Scottish Government’s 1+2 policy for language learning : [Scottish Government 1+2 policy](#)

It is in Primary 1 in particular where practitioners have the opportunity to establish and model the habit of language learning as a normal part of the curriculum. By integrating the use of the target language into everyday classroom activities, children will learn that communicating in another language is a natural part of learning.

Once classroom language and routines have been established in English, teachers may want to use naturally arising opportunities to switch to the target language, for example when learners are working on the following :

- Taking the register;
- Counting and recalling numbers;
- Noting days of the week;
- Talking about the day’s weather;
- Practising the vocabulary for classroom objects; and

- Talking about playtime snacks and lunchtime options.

NB This is not a prescriptive list, but gives a flavour of the types of learning scenarios where the L2 can be integrated.

Early Level Modern Languages Experiences and Outcomes and Benchmarks for Primary 1

	Curriculum Organisers	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
	Listening for information	<p>I am learning to listen actively to the sounds of the target language through play, classroom language, songs, games and rhymes.</p> <p style="text-align: right;">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.</p> <p style="text-align: right;">MLAN 0-01b</p>	<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.
	Listening and talking with others	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture.</p> <p style="text-align: right;">MLAN 0-02a</p>	<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.

Listening and talking		<p>I am beginning to share information about myself using familiar, rehearsed vocabulary to answer questions.</p> <p style="text-align: right; color: red;">MLAN 0-02b</p>	<ul style="list-style-type: none"> • Listens and responds to others by answering simple questions in the target language, for example, “how are you?” and “how old are you?” • Uses social terms to begin and end interactions, for example, “hello” “thank you” and “goodbye”. • Demonstrates understanding of songs, rhymes, poems and games in the target language through appropriate actions, gestures and mime.
		<p>With support, I am becoming an active listener and can understand, ask and answer simple questions to share information.</p> <p style="text-align: right; color: red;">MLAN 0-03a</p> <p>I enjoy listening to stories, songs, rhymes and poems in the language I am learning and can join in to show my understanding.</p> <p style="text-align: right; color: red;">MLAN 0-05a</p>	
	Using knowledge about language	<p>I am beginning to explore similarities and differences between sound patterns in different languages through play, rhymes, songs and discussion.</p> <p style="text-align: right; color: red;">MLAN 0-07</p>	<ul style="list-style-type: none"> • Identifies some letter sounds and patterns which are different to English. • 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, where they live and so on.

Reading	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.</p> <p style="text-align: right;">MLAN 0-08</p>	<ul style="list-style-type: none"> • Uses a variety of non-verbal ways to demonstrate understanding of written words in target language, for example pointing, using mime or gesture to match items to words. • Shows understanding of the written form of an increasing number of core topic words , for example in environmental print around the classroom/ school.
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