

Advice on Gaelic Education

**Gaelic Medium Education: A 1 + 2 Approach to
Language Learning**

Updated March 2022

12. Gaelic Medium Education: A 1 + 2 Approach to Language Learning

Key messages:

- A 1+2 Approach to Language Learning in Scotland children will firstly be immersed in Gaelic using the Curriculum for Excellence Experiences and Outcomes at the early and first levels.
- At P3/P4, children will begin to address the Curriculum for Excellence Experiences and Outcomes relating to literacy and English.
- Children will learn a second additional language, L3, no later than P5.

12.1 A 1+2 Approach to Language Learning in Scotland gives a vital framework for increasing the learning of Gaelic across the country. The report on a 1+2 Approach recognises that Gaelic Medium Education is a highly effective example of language learning.

12.2 In implementing a 1+2 approach in Gaelic Medium Education, there are three languages to plan for in the curriculum, whilst recognising the principles of immersion. Firstly, children will be immersed in Gaelic using the Curriculum for Excellence Experiences and Outcomes at the early and first levels. At P3/P4, they will begin to address the Curriculum for Excellence Experiences and Outcomes relating to literacy and English. In this way, these children will have the opportunity to experience the benefits of bilingualism. As expected within the 1+2 approach, they will have the potential to develop skills, knowledge and an understanding of how languages work. These transferable skills will assist them in their learning of the second additional language, L3, to which children learning in GME will be introduced by P5. The pace of learning and progress should be monitored and tracked carefully to ensure learning that is challenging, sets high expectations and meets children's particular needs. During S1 to S3, young people should have opportunities to continue learning this second additional language, L3, along with English and Gàidhlig, as part of a progressive experience. Breadth, depth and challenge need to be key features of young people's learning of L3 to take account of the benefits of bilingualism.

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