

Broad General Education Language Learning Framework

Second to Third Level

This resource builds on the first to second level progression framework. Progression from level to level is highlighted in *red*.

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 <i>readily</i> lead some tasks with my classmates I can follow longer or more complex instructions I can respond readily to <i>a wide range of</i> classroom instructions from my teacher or another pupil with a reply or an action. <i>I can understand most simple spoken information from a video clip or sound file using native speakers.</i> 	<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.
Listening and talking with others	<p>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</p> <p>I can take part effectively in prepared conversations by using a variety of language structures to share</p>	<ul style="list-style-type: none"> Understand and answer range of personal questions including question words. Show understanding verbally or non-verbally to more 	<ul style="list-style-type: none"> I can readily answer a range of routine questions about on familiar contexts such as myself, my family, my home area, my school, <i>my hobbies</i>. I can extend my answers <i>using with some adjectives about myself or others using connectives e.g. and; but; with; because</i>. I can show I understand <i>by replying to</i> a question or instruction 	<ul style="list-style-type: none"> 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. Shares information on familiar themes in longer conversations,

	<p>information, experiences and opinions and by offering straightforward reasons for having these opinions. MLAN 3-03a</p>	<p>complex tasks/questions</p>	<ul style="list-style-type: none"> I understand and can use a range of question words e.g. where/what/ when/ why 	<p>with reasonable fluency. Copes with some unpredictable language from the interlocutor. Uses fuller sentences.</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 support a conversation by asking for help, seeking repetition and asking simple questions. MLAN 3-04a</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 <i>practised</i> with a partner giving information and express positive and negative opinions <i>with accuracy</i> 	<ul style="list-style-type: none"> Uses appropriate polite social terms to begin and end interactions. 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 participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic</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 <i>using the language I am learning.</i> 	<ul style="list-style-type: none"> Participates in paired and group activities, with decreasing levels of support. Works collaboratively on conversations and role-play tasks of

	<p>contexts set mainly in a country where the language I am learning is spoken. MLAN 3-05a</p>	<ul style="list-style-type: none"> Learn one or two simple ways to ask for help in understanding 	<ul style="list-style-type: none"> <i>I can use some phrases to ask for help to understand a question or request.</i> 	<p>an appropriate length, in order to demonstrate understanding of basic structures and familiar vocabulary in different contexts.</p>
<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 interest or linked to an aspect of a country where the language I am studying is spoken. MLAN 3-06a</p> <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"> Work with others to research a country where the language is spoken, using ICT or other media 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"> I can confidently <i>present</i> some facts about the country I am learning about. <i>On my own or with others</i> I can use ICT and other resources to research an area or feature of the country I am learning about <i>On my own 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"> Works collaboratively to plan and co-deliver a talk in the target language. Sustains talk long enough to demonstrate accuracy in known vocabulary and grammar as well as pronunciation and expression. 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. 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>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 	<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 	<ul style="list-style-type: none"> I can make connections <i>with an increasing range of words</i> in English and the language I am learning 	<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

	<ul style="list-style-type: none"> • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. <p>MLAN 3-07a</p>	<p>intonation</p>	<ul style="list-style-type: none"> • I am confident in linking written and spoken words <i>for an increasing range of vocabulary</i> • I can <i>confidently</i> use my knowledge of phonics to help me pronounce words correctly and make myself understood when reading aloud. 	<p>range of vocabulary appropriate to the level.</p> <ul style="list-style-type: none"> • 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.
<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>	<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 	<ul style="list-style-type: none"> • I can re-tell a story or <i>part of a longer text</i> in my own words using <i>a dictionary or a vocabulary help-sheet</i> • <i>With support</i>, I can read and understand texts in different formats and lengths • I can work with a partner or in a group <i>on longer or more complex texts</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.
<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 and culture in some of the countries where the language I am learning is spoken.</p> <p>MLAN 3-09a</p>	<ul style="list-style-type: none"> • Recognise differences between Scotland/home area and the target country <i>from a longer text</i> or video clip. • Read a text with cultural references from the country / countries where the language is spoken. 	<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 questions, or explaining to others the main points and some supporting detail of the text. • Identifies cultural differences through reading a range of texts about the country and its inhabitants in the target language.

<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>	<ul style="list-style-type: none"> • Select a text from a variety in the target language and share my learning with others 	<ul style="list-style-type: none"> • I can select an unfamiliar <i>text, or story</i> and read and understand with support. • <i>I can show my understanding by answering in a variety of question forms in English.</i> 	<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.
<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. MLAN 3-11b</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 <i>and use it routinely</i> to help my understanding. • <i>I can use context to help me</i> find the correct meaning of a word in the dictionary. • <i>I can confidently identify parts of speech to help my understanding when I read.</i> 	<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. • Identifies parts of speech such as nouns, pronouns, adjectives, adverbs and verbs and applies this knowledge to support their understanding of texts.

<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> <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> <p>I can express opinions and can offer straightforward reasons for having those opinions. MLAN 3-13b</p>	<ul style="list-style-type: none"> Plan and create a piece of writing with support. Use the bi-lingual dictionary with some guidance to extend writing on a range of contexts 	<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>I can plan my writing using a range of structures.</i> I can read a text and respond using a framework to guide me. I can spell <i>a range of</i> familiar words without support. <i>I can use my jotter or vocabulary notes to review my work for accuracy in spelling and content.</i> 	<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 pronouns, possessive pronouns, verbs, tenses, adjectives and adverbs. 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. 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>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.</p>	<ul style="list-style-type: none"> Understand the impact of the gender of a noun on adjectives Understand some verb patterns in the 	<ul style="list-style-type: none"> Using a dictionary and my grammar notes <i>I can apply grammar rules to improve my writing.</i> I can work with a partner <i>or in a small group to give and receive</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.

	MLAN 3-14a	singular e.g. I ; you; he/she/it and plural of common regular verbs	<i>feedback to improve and correct my written work.</i>	
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