



A 1+2 approach to language learning

Framework for primary schools – Guidance for P1

Guidance for teaching a first modern language in P1

Introduction

The Scottish Government's policy [*Language Learning in Scotland: A 1+2 Approach*](#) is aimed at ensuring that every child in Scotland has the opportunity to learn a modern language from P1 onwards. Additionally, each child, irrespective of ability, should have the right to learn a second modern language from P5 onwards. The policy should be fully implemented across the country by 2020. It falls to local authorities to decide how and when to put their implementation plans into action. This needs to take account of the existing policy for statutory Gaelic language planning. In the case of Gaelic Medium Education (GME) existing policies and practices continue as outlined in the [role of Gaelic education](#) in 'Language learning in Scotland: A 1+2 approach'.

However, individual primary schools need to start building capacity for the teaching of two languages in addition to English now. In particular, schools need to develop the necessary high level of staff confidence in teaching a modern language to young children.

Today's children are growing up in a multilingual world. The ability to communicate effectively in social, academic and commercial settings is crucial if they are to play their full part in this multilingual global society. Scotland's children need to develop the skills to allow them to develop fully as global citizens, and take full advantage of excellent opportunities for future study or employment abroad. Hence, the ability to communicate with people who have a different native language is essential.

The skills of listening, responding, talking and turn taking are essential for effective communication. Through their learning of a modern language, children will enhance their abilities in these key skill areas. Learning a first modern language can help children develop the skills for learning further languages in the future.

The Curriculum for Excellence document *Modern Languages Principles and Practice* offers the following guidance on early level language learning:

At early and at first levels, children will be developing generic skills in their first language. These include taking part in conversations, developing listening, reading and writing skills and knowledge about language. All of these are relevant to learning other languages. Within modern languages at these stages teachers will build on children's natural curiosity for sounds and words, and their strong desire to communicate. Activities will include playing games, singing songs, carrying out simple instructions, and playing with simple poetry and rhyme. In this way they can begin to be enthusiastic, confident language learners from the outset.

Whenever they start their learning of another language, children need to experience success by taking part in practical activities that they can enjoy. Language learning is greatly enhanced where it is linked to or embedded in the

wider curriculum so that children and young people can enjoy exploring and using language in meaningful contexts. Very importantly, teachers can make great use of opportunities to link language learning with progress in English and with other languages used by people in the school community, enabling children to explore and experiment with sound patterns and make links and comparisons between languages.

Introduction of the modern language in P1



Primary teachers **do not have to be fluent** in the modern language(s) they teach. However, they do need to have enough language and sufficient expertise in using and accessing appropriate resources so that they can include modern language teaching readily in lessons. This document offers a number of supportive approaches and helpful weblinks, and provides examples of how primary teachers are already delivering modern languages in the classroom.

Modern languages need to become a central part of children's learning from P1 onwards. In planning for learning in modern languages, teachers need to take full account of the stage of mother tongue development of children. Teachers of children at P1 already possess an extensive range of skills and understanding of how young children learn. Working with language colleagues in their own school or cluster, they will continue to develop teaching approaches to enable the best possible outcomes in modern languages.

At P1, children are at a stage in their development when they are receptive to learning another language. Their motivation and enthusiasm for learning are high, whilst their levels of inhibition are typically lower than at later stages. These factors mean that younger children often find it easier to mimic correct pronunciation and experiment with new words and phrases in an unfamiliar language.

It is important that learning be developed through an agreed school and cluster planning model, ensuring that modern language learning becomes fully integrated into children's learning as they progress across the curriculum. The school will decide the starting point for the introduction of the modern language near the beginning of 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 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.

Learning and teaching approaches

Primary teachers can use their existing skills in the teaching of English as they introduce modern language, such as the teaching of sound systems, listening and talking skills, and turn taking to support their teaching of the modern language. At P1, activities in the modern language are best when they are oral and aural based, supported by non-verbal language, such as facial expression, body language and gestures. Songs, poems, rhymes and games provide a very strong linguistic basis for children's learning and enjoyment of a modern language.

Activities in the modern language need to be engaging, motivating and purposeful, allowing children to enjoy practising new sounds and phrases and building their confidence in using the language. Activities are best when they relate clearly to the experiences and outcomes in early literacy, numeracy, health and wellbeing, and to the wider curriculum. Hence they need to be delivered by the class teacher so that they flow naturally within this wider learning. This will help the modern language to become integrated into children's daily routines, resulting in 'normalisation' of the use and application of the modern language. Teachers can integrate the use of the modern language into many everyday activities including, for example:

- register taking;
- date and weather;
- lunch routines;
- staff greeting each other;
- PE 'warm ups';
- distributing resources;
- classroom commands;
- praise; and
- assemblies.

See the [playlist of videos](#) on Education Scotland website

The use of the modern language in the classroom can be supported by appropriately chosen bilingual environmental print and pictures, with careful consideration of children's learning in English. When introducing new phrases, teachers may want to use props such as a glove puppet, a character on a smartboard or a soft toy. As the modern language becomes increasingly embedded as children progress through P1, they will develop a growing awareness of the world beyond their local area and begin to explore the concept of different people speaking different languages. In this way, they improve their understanding of what is special, vibrant and valuable about their own and other cultures and languages.

See the [Experiences and outcomes: Literacy and English](#).

The following guidance for P1 language learning and teaching contains examples of language which it is advisable to cover, although this is not intended to be a prescriptive list. This language is given on page 7 of this document. Listening and talking activities should be designed to allow children to practise this language and to enhance and deepen their learning in whatever context the learning is taking place.

Any appropriate context may be adapted and used. For example, when children are learning about their school, teachers could incorporate the learning of the various places in the school building in the modern language. Similarly, when children are learning about festivals such as Easter or Christmas, this will present opportunities for the teacher to introduce some expressions, songs or poems connected to such festivals.

As with all language learning, some basic elements need to be in place to allow children to progress. The following shows an example of how the teaching of conversation ‘building blocks’ in the modern language might be adapted and embedded into existing curriculum plans. The modern language content is presented in bold:

Learning outcomes in modern language	<ul style="list-style-type: none">• Saying hello and goodbye• Understanding and responding when asked my name• Saying my name• Saying how I am feeling
Learning and teaching approach	<ol style="list-style-type: none">1. Introduce session with puppet (give it a suitable name!) saying and repeating hello to the puppet with the whole group, subgroups, pairs and individuals. Practise my name is in the modern language by clapping hands with a partner. Each clap represents a syllable. Teacher works with children to help with the syllables in their name.2. How are you? I am fine, thanks. Children sit in a circle and practise the intonation for asking the question How are you (name of puppet)? Teacher asking the puppet the question and children repeating and then practising the answer I am fine, thanks. Children all stand up, and the teacher then replaces puppet’s name with the name of a child. When the child hears his/her name, they sit back down and say I am fine, thanks3. Wave hands as you say Goodbye at the end of each day. Get children to wave to a partner/a teacher/an adult, or to shake hands.

The [Draft framework for P1](#) (from Renfrewshire Council) provides an example of a framework which can be adapted to suit clusters and schools, and is transferable to all languages. It is **for exemplification only**, but schools may wish to use it as a template to help them develop their own frameworks, taking into account their own planning for P2 onwards.

Planning on a daily, weekly or termly basis should include opportunities to teach and practise the modern language, **alongside** the current topics, to enhance and deepen children's knowledge. For example, where a class is focusing on a project on dinosaurs, or minibeasts, this would be the ideal time to teach names of animals or insects, colours and sizes.

At P1, assessment will be on-going and through teacher observation, allowing opportunities for children to lead the learning as they grow in confidence. The focus of the assessment should be on language learning skills as well as vocabulary. Assessment needs to be integral to the learning and teaching of the modern language and teachers will want to use their existing formative assessment approaches.

Knowledge about language

Through listening to and joining in with stories, songs, rhymes and games, children will explore the patterns and sounds of the modern language. The teaching of ‘formal’ grammar at this stage is not appropriate. However, repetition of patterns and sounds is important. Children will become used to hearing different endings for example. When taking the register in French, children answering with ‘présent’ or ‘présente’ reinforces differences between masculine and feminine endings. P1 teachers should have a basic understanding of grammar in the modern language and model it effectively.

Progress

Careful planning and teaching will ensure that children at P1 come to regard acquiring a modern language as a normal part of their learning. Fun activities, with frequent repetition and practice will help embed new language. However, teachers must also ensure that their planning incorporates appropriate breadth and challenge, and children who are capable of progressing at a faster pace should be given appropriate opportunities to do so. It is important that all children have opportunities to apply their learning in a variety of situations, through active learning and in their outdoor activities.

Expected outcomes by the end of P1

Through frequent and regular practice, with lots of opportunities for repetition and embedding the modern language regularly in daily routines and in a variety of situations, children should be able to demonstrate that they can:

- take part in simple conversations;
- understand classroom instructions;
- enjoy listening to stories, songs and poems; and
- appreciate some cultural differences.

The following list of common classroom vocabulary should help teachers work language learning more freely into common daily routines. These words and phrases offer teachers a resource they can use as they begin to embed the language into these routines. The list represents the expectations for language coverage in P1. This vocabulary is available in French, German, Italian, Spanish, Gaelic and Mandarin.

Follow these links to webpages showing vocabulary lists and to hear the pronunciation of each word or phrase: in [French](#), [German](#), [Spanish](#), [Italian](#), [Gaelic](#) and [Mandarin](#).

Vocabulary list used for each language

Hello / good morning / good afternoon	Well done
Goodbye	Fantastic
How are you?	Wonderful
I am fine / not so fine / ok	Numbers
What is your name?	One
I am called	Two
Come in (all)	Three
Sit down (all)	Four
Stand up (all)	Five
Show me (all)	Six
Listen (all)	Seven
Look (all)	Eight
Like this	Nine
Yes	Ten
No	Monday
Please	Tuesday
Thank you	Wednesday
Quiet (ly)	Thursday
Quick (ly)	Friday
Very good	Saturday
Super	Sunday
Excellent!	Happy birthday!

Modern language training for primary teachers

Education authorities have a key responsibility for providing effective career-long professional learning (CLPL) for teachers, including 1+2 specific development.

Approaches to CLPL may include:

- local and regional languages CLPL programmes;
- devolved leadership models within schools and clusters;
- ICT based programmes of learning;
- partnership provided CLPL e.g. through cultural organisations, SCILT, Education Scotland, British Council, SALT and further and higher education partnerships;
- residential immersion training (e.g. supported through the ERAMUS Plus funding programme) ; and
- professional networks and partnerships.

Teachers and schools will identify their own CLPL needs through annual professional review and development (PRD) discussions and self-evaluation.

Supplementary information on Gaelic Learner Education

Gaelic Learner Education (GLE) in a 1 + 2 Approach

Gaelic Learner Education (GLE)¹ is part of children's entitlement to experience learning a European language. In this case, education authorities may decide that GLE is language 2 or 3 in English Medium schools. Such opportunities currently exist and are referred to as Gaelic Learners in the Primary School (GLPS). At the secondary stages, this is referred to as Gaelic (Learners). GLE is an overarching term which spans across primary and secondary. The earlier advice in this framework applies to GLE.

Both Curriculum for Excellence and a 1+2 Approach promote learning a language in the broad general education as a continuum of learning. Currently, there are challenges around the effective planning of GLE as a continuum of learning. Delivery can be driven by whether suitably qualified staff are available and sometimes by the interests of the primary or secondary headteacher. Sometimes, continuity is provided for primary learners by the associated secondary school but this is not always the case. In other situations, GLE is taught in a secondary school but not in its associated primaries. Education authorities are encouraged to support their schools in delivering a coherent programme for GLE leading to awards and qualifications. Children should not be precluded from commencing GLE in secondary as a first experience of language learning. In doing so, they are supporting national planning for Gaelic which may need to make use of the creative approaches undernoted.

¹ • For the purposes of this paper, modern languages may include Gaelic Learner Education. For information on Gaelic Medium Education, please see [page 2](#)

Learning about Gaelic Language and Culture (LAGC) in a 1 + 2 Approach

Learning about the culture of Scotland frequently motivates children to learning Gaelic. This may be achieved with the use of a planned interdisciplinary approach or through an elective or enrichment activity which runs for all or part of the session. The resource, Studying Scotland opens up access to learning about Scotland's language, culture, heritage, history and literature. Partners, the community and Gaelic organisations also have a role in helping children to learn about Gaelic language and culture. Qualifications such as Scottish Studies should be encouraged to ensure continuity in the learning of LAGC.

The P7 and S3 Pupil Profile have a key role in capturing learners' experiences of Gaelic Education and to ensure effective transition and progression.

Please also refer to Education Scotland's [Curriculum for Excellence Briefing, Learning about Scotland..](#)

Resources and support

The following ideas have been collated principally for supporting the teaching of modern languages in P6 and P7. See these examples of good practice in embedding language learning into topic work and the general curriculum in Primary school on the [Scottish SCILT website](#).

Support for teachers

This resource is specifically aimed at primary teachers of languages, to enhance their knowledge about the language they are teaching:

<http://www.educationscotland.gov.uk/resources/f/frenchgrammar/index.asp>
<http://www.educationscotland.gov.uk/resources/g/germangrammar/index.asp>
<http://www.educationscotland.gov.uk/resources/s/spanishgrammar/index.asp>
<http://www.educationscotland.gov.uk/resources/i/italiangrammar/index.asp>

Culture and customs

Teachers can access websites such as those given below to enhance their own understanding of the culture and customs of the countries where the language is spoken:

www.euroclubschools.co.uk for French, Spanish & Italian
www.eupedia.com for German
www.mapsofworld.com/china for Mandarin
www.visitthebrides.com/culture/gaelic for Gaelic

Further resources

The following websites contain a variety of primary modern language resources:

<http://www.scilt.org.uk/Primary/Classroomresources/tabid/1410/Default.aspx>
<http://www.ciltcymru.org.uk>
<http://www.bbc.co.uk/knowledge & learning> – Primary, KS1
<http://www.bbc.co.uk/schools/primarylanguages> – French, Spanish, Mandarin
<http://tes.co.uk/primary-teaching-resources/>
<http://www.sunderlandschools.org/mfl-sunderland/> – French, German, Spanish, Italian
<http://www.education.vic.gov.au/languagesonline/> (Australian version) French, German, Italian, Spanish
<http://www.languageswithoutlimits.co.uk/> – includes resources for children with ASN

ITALIAN

<http://www.youtube.com/playlist?list=PLcOCfVTnMcRkPewAnyFGWqpYsbWg99txK>

CHINESE

<http://www.chinesenurseryrhymes.com/>

<http://www.misspandachinese.com/category/chinese-songs-and-nursery-rhymes/>

GAEILIC

<http://gaelic.gosafewithziggy.com/>

<http://www.storlann.co.uk>

FRENCH

<http://www.ifecosse.org.uk/Resources-for-P1-P4.html?lang=en>

GERMAN

<http://www.ukgermanconnection.org/kids-stories-songs> ;

http://www.ukgermanconnection.org/?location_id=922

<http://mummydothat.blogspot.co.uk/2011/06/10-german-action-rhymessingspiele.html>

SPANISH

<http://www.spanishplayground.net/category/songs/>

<http://www.spanishplayground.net/category/poems/>

<http://www.thelearningpatio.com/spanish-nursery-rhymes.html>