

## Approach to language delivery from P1 onwards

In working towards full implementation of the *'1+2 report'*, practitioners will have supported learners from P1 to build confidence in language learning through regular daily use of the modern language (L2). The support for practitioners contained in the [Guidance for teaching a first modern language in P1](#) provides advice on integrating the modern language into daily routines. As children move on from P1, they will continue to build on their knowledge and skills in literacy and English, and are naturally receptive to learning other languages. Practitioners will continue to use the pedagogical skills they already use in the teaching of literacy and English, such as the teaching of phonological awareness, listening and talking skills including turn taking and early reading and writing skills, as they build on children's experience and skills in the modern language.

In line with the guidance for teaching a first modern language in P1, primary practitioners do not have to be fluent in the language(s) they teach. However, they need to have enough language and sufficient expertise in using and accessing appropriate resources to enable them to include modern language teaching readily in the day-to-day routines of the class, as well as in learning activities targeted specifically at language learning. This resource offers a range of supportive approaches and helpful web links, and examples of contexts for learning. It suggests how primary practitioners might choose to plan and organise the teaching and learning of a first modern language from P2 to P7. Local authorities will decide how best to plan for regular training and career-long professional learning opportunities in language learning for practitioners.

To help teachers plan effective contexts for learning, this resource also includes guidance for primary practitioners on how to integrate essential Knowledge about Language (KAL).

## Learning and teaching approaches

Non-verbal forms of communication such as facial expression, body language and gesture will continue to be an integral feature of learning and teaching, as practitioners continue to embed language learning across a variety of contexts. Practitioners will continue to enhance language learning with songs, poems, rhymes and games, which provide a very strong linguistic basis for children's learning and enjoyment of language. Prior to second level, activities should progress from being predominantly oral and aural, to exploring the written word, with a carefully planned introduction to word formation in the modern language. As children's curiosity about the formation of words increases through their learning of literacy and English, the examination of word formation is likely to increase their ability to form simple words in the modern language. A focus on awareness of onset and rime through games, songs and rhymes will be beneficial and will help to introduce sound patterns. As children move towards and through second level, practitioners will increasingly seek to use real-life stimuli in the target language. For example, judicious use of songs, poetry, conversations or television clips from an area where the target language is spoken can provide challenge and motivation.

Activities and tasks in the modern language need to be engaging, motivating and relevant, allowing children to enjoy practising new sounds and phrases and building their confidence continuously in using the language. On the approach to second level, this will increasingly include examples of writing as well as reading, listening and talking. At the early stages, activities are best when they relate clearly to the experiences and outcomes in early [literacy](#), [numeracy](#), [health and wellbeing](#), and to the wider curriculum. To ensure depth and progression, practitioners will find it useful to refer to the subsequent level when planning learning activities. This will allow children the opportunity to branch out and extend their skills in the [significant aspects of learning](#). This will also help ensure children's readiness to learn and develop skills at each subsequent level. Activities need to be planned and delivered so that they are integrated into different contexts for learning. In this way, the modern language will become part of the wider curriculum, so that the use and application of the modern language becomes the norm. Primary practitioners will also want to plan discrete lessons in the modern language and Knowledge about Language. Discrete language lessons are key to ensuring children gain the necessary language skills, vocabulary and confidence to apply what they have learned in the modern language into wider contexts and everyday situations. Discrete language lessons will still be a feature as children move towards and through second level.

## **P2 to P7 – Integration of language and Knowledge about Language (KaL)**

The following guidance for P2 to P7 contains examples of language, Knowledge about Language and integrated contexts for learning which practitioners can use as they plan and deliver the first modern language. However, these suggestions are not prescriptive nor exhaustive and practitioners may wish to adapt the guidance, suggestions and contexts provided to the particular circumstances of their learners.

As children progress towards and through second level, learning opportunities will increasingly allow them to build their confidence in using previously learned language more spontaneously. Examples of how this might look can be seen in some of [Annotated Exemplification](#) and accompanying teacher and pupil voice inserts. Where possible, children should be exposed increasingly to real-life examples of 'fluent language in action' through various media, songs, podcasts or input from foreign language assistants.

## **Planning for progression through breadth, challenge and application in modern languages**

Language skills should be developed in an integrated manner, reflecting their use in real life situations, including those of the learners themselves and those of children and young people in other countries. In this way, learners will be afforded opportunities to develop their knowledge of the structure of the modern language, understand how it relates to their own language and use this knowledge and understanding to support progress in the [significant aspects of learning](#). This will allow learners to develop grammatical language which will enable them to discuss language structures.

## Knowledge about language (KaL)

Through listening to and joining in with stories, songs, poetry, rhymes and games, children will have explored many of the patterns and sounds of the modern language from P1. Using the [KaL flowcharts](#) as a guide, primary practitioners will increasingly integrate grammatical concepts through a range of contexts and activities. There is no ceiling on what children can achieve. Where children are close to achieving at second level in one or more skills, practitioners may look to the third level experiences and outcomes as a benchmark of how children will continue to deepen their language learning at S1 or before. With this in mind, practitioners will want to ensure that their planning incorporates appropriate breadth and challenge, and that children who are capable of progressing at a faster pace are given appropriate opportunities to do so. Towards the end of second level and beyond, repetition of patterns and sounds continues to play an important part of children's experiences in language learning.

### Progress

Careful planning of language learning activities will ensure that from P1 to P7, children regard acquiring a modern language as a natural part of their learning. Frequent repetition and practice will help embed, contextualise and consolidate new language. It is important that all children have opportunities to apply their learning in a variety of situations and contexts, including in their outdoor activities. Progress and success in language learning occur when language is embedded into daily routines, when language learning is contextualised and when it becomes a natural part of a learner's journey.

Additional specific advice related to assessment in modern languages can be found on pages 6 and 7 of the [Professional Learning paper: Assessing progress and achievement in modern languages](#).

## Primary 2 - Primary 4

To support the planning and delivery of embedded language learning in real and imaginary contexts, some local authorities have devised their own frameworks and guidance. There are examples from across local authorities of plans which can support practitioners in ensuring that children's learning in modern languages is contextualised, benchmarked, and provides a meaningful and progressive experience. See online examples of [planning and guidance used by Local Authorities](#).

Additionally, the following expected outcomes for primary 2 to primary 4 may be helpful for practitioners seeking to plan courses which precede second level.

There are also [expected outcomes for Primary 1](#), which practitioners should refer to for this stage. These are not prescriptive; practitioners may find them useful in constructing their own authority or school planning framework.

### Expected outcomes by the end of Primary 2

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

- Take part in simple conversations
- Understand and respond to basic greetings
- Understand and respond appropriately to classroom instructions – including through gesture and actions
- Recognise and read individual words, and respond appropriately
- Enjoy listening to stories, songs and poems
- Appreciate some cultural differences (between people)
- Know about a custom and/or festival that is particular to a location where the target language is spoken.

### Expected outcomes by the end of Primary 3

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

- Take part in simple conversations
- Understand and respond to greetings with increasing confidence and accuracy
- Understand and respond appropriately to classroom instructions
- Recognise and read basic sentences, and respond appropriately
- Read/ read aloud with increasing confidence from familiar texts

- Enjoy listening to stories, songs and poems
- Appreciate some cultural differences (between people)
- Know about some customs and festivals that are particular to locations where the target language is spoken.
- Pronounce letter and blend sounds in the target language

### **Expected outcomes by the end of Primary 4**

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

- Exchange personal language – orally and written
- Understand and respond to questions with increasing confidence and accuracy
- Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts
- Enjoy listening to stories, songs and poems
- Know about cultural differences, customs and festivals particular to a location where the target language is spoken
- Pronounce letter and blend sounds in the target language
- Use the modern language with increasing confidence and accuracy in the four skills of reading, writing, listening and talking
- Make word-sound association in the target language and begin to apply this knowledge when decoding written words

### **Primary 5 - Primary 7 (Second level)**

As children move into the upper stages of primary school and through second level, they will already have experienced and progressed in their language learning through a variety of integrated contexts for learning. Primary practitioners will plan at this stage using the second level experiences and outcomes for modern languages. Practitioners can refer to third level experiences and outcomes so that children who progress more readily through second level can be challenged further. This will also assist practitioners in planning activities and contexts at second level, to enhance children's subsequent readiness to learn at third level and beyond.

### **Expected outcomes by the end of P5**

By the end of Primary 5, the majority of children will have learned the skills in the modern language necessary to:

- Take part more independently in simple conversations and transactions
- Use language – orally and written, including more spontaneous language
- Understand and respond to questions with increasing confidence and accuracy

- Read / read aloud with increasing confidence from familiar texts as well as attempting unfamiliar and more challenging texts
- With appropriate support/ resources, write with increasing confidence
- Make word-sound association in the target language and apply this with increasing confidence when decoding text
- Engage with simple texts of different genres in the target language
- Use a bilingual dictionary to support vocabulary development
- Continue to build on knowledge of cultural differences to learn about customs, festivals and other aspects of life in regions where the target language is spoken
- Use the modern language with increasing confidence and accuracy across the four skills of reading, writing, listening and talking and show increasing ability to understand and use language as set out in the [Significant Aspects of Learning](#)

### **Expected outcomes by the end of P6**

By the end of Primary 6, the majority of children will have learned the skills in the modern language necessary to:

- Take part in conversations and transactions with confidence – including asking for information from others
- Understand and respond with increasing depth to instructions and personal information
- Make word-sound association in the target language and apply this with increasing confidence
- Engage with different genres of texts in the target language and extract basic key points with increasing confidence and accuracy – including texts which are intended for fluent speakers of the language
- Continue to appreciate cultural differences, to learn about customs, festivals and current affairs from regions where the target language is spoken
- Familiar with how to use a bilingual dictionary to support vocabulary development
- Use support effectively to write some connected sentences with increasing accuracy

### **Expected outcomes by the end of P7:**

As well as building on the expected outcomes preceding this point by the end of Primary 7, most children will have learned the skills in the modern language necessary to:

- Give a short presentation about themselves
- Take part in simple conversations and transactions
- Understand classroom instructions and personal information
- Enjoy listening to a story, a song or poem
- Read aloud a simple text
- Read and understand a short text
- Write a few sentences about themselves and others.

NB: Practitioners should refer to the [assessing progress and achievement framework](#) for second level . This demonstrates the depth of language required at this level.

## **Second additional language – (L3)**

It is by P5 at the latest that children will embark on learning a second additional language. Children's experience in learning a second modern language will continue to build on the skills, confidence and KaL developed through the first modern language experienced from P1. In models where the L3 experience is in-depth from P5-P7, children's experiences in the second additional language (L3) need to be planned with sufficient rigour and depth to ensure that learners have the opportunity to achieve at second level or beyond, by the end of P7. Where such a model is adopted and where it responds to local needs, L3 may be chosen as the language to be continued into S1 and to the end of the BGE, with the possibility of acquiring a National Qualification in the senior phase. This would be an option which would be agreed through engagement with the cluster schools concerned. For the many schools and clusters which do not intend to offer an in-depth experience in L3 from P5-P7, there would be no change [to existing arrangements](#).