curriculum for excellence:
modern languages
experiences and outcomes

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Modern languages
Experiences and outcomes

Learning a new language encourages children and young people to broaden their horizons as they explore the language and its associated culture.

Through my learning of a new language:

- I gain a deeper understanding of my first language and appreciate the richness and interconnected nature of languages
- I enhance my understanding and enjoyment of other cultures and of my own and gain insights into other ways of thinking and other views of the world
- I develop skills that I can use and enjoy in work and leisure throughout my life.

The study of language plays an important role in all language learning and the development of literacy skills.

I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts in different media, taking advantage of the opportunities offered by ICT
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages
- explore the richness and diversity of language, how it can affect me and the wide range of ways in which I and others can be creative
- extend and enrich my vocabulary through listening, talking, watching and reading.

Listening and talking

	Second	Third	Fourth
Listening for information	I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. **MLAN 2-01a** I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. **MLAN 2-01b** I can listen to and show understanding of familiar instructions and language from familiar voices and sources. **MLAN 2-01c**	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**	I can listen to and show understanding of language from a variety of sources, including unfamiliar speakers, where the sentences are more complex, less predictable, and contain some unfamiliar language or known language used in unfamiliar contexts. **MLAN 4-01a**
Listening and talking with others	I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact. **MLAN 2-02a**	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**	I can listen and respond to others, including sympathetic fluent speakers of the language, in extended conversations that are less predictable. **MLAN 4-02a**

Listening and talking (continued)

	Second	Third	Fourth
Listening and talking with others (continued)	When listening and talking with others, I am developing an awareness of when to listen and when to talk. I am learning new words which I use to share information about myself and others. **MLAN 2-03a** I can take part effectively in prepared conversations by sharing information about myself and others or interests of my choice, using familiar vocabulary and basic language structures. **MLAN 2-03b**	I can take part effectively in prepared conversations by using a variety of language structures to share information, experiences and opinions and by offering straightforward reasons for having these opinions. **MLAN 3-03a**	I can take part effectively in more detailed conversations using an extended range of language structures to exchange information, experiences, feelings and opinions and by offering more detailed reasons for having these opinions. **MLAN 4-03a**
	I can ask for help confidently using learned phrases and familiar language. **MLAN 2-04a**	I can support a conversation by asking for help, seeking repetition and asking simple questions. **MLAN 3-04a**	I can start, support and sustain a conversation by, for example, asking relevant questions and by seeking help when necessary. **MLAN 4-04a**
	I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together. **MLAN 2-05a** I can participate in familiar collaborative activities including games, paired speaking and short role plays. **MLAN 2-05b**	I can participate in a range of collaborative activities, including games, paired speaking and structured role plays, in a range of realistic contexts set mainly in a country where the language I am learning is spoken. **MLAN 3-05a**	I can collaborate to prepare and present more open-ended role plays in a wide range of realistic contexts set both in my own country and in a country where the language I am learning is spoken. **MLAN 4-05a**

Listening and talking (continued)

	Second	Third	Fourth
Organising and using information	I can deliver a brief presentation on a familiar topic using familiar language and phrases. **MLAN 2-06a** I have worked with others, using a variety of media including ICT where appropriate, and can contribute successfully to a presentation in English, supported by use of the language I am learning, on an aspect of life in a country where the language I am learning is spoken. **MLAN 2-06b**	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** I can deliver an individual presentation in the language I am learning, using a variety of media including ICT where appropriate. **MLAN 3-06b**	I can, using a variety of media including ICT where appropriate, plan, prepare and deliver an individual presentation 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 4-06a**
Using knowledge about language	I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation. **MLAN 2-07a** I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts. **MLAN 2-07b**	I can apply my knowledge about language, intonation and pronunciation to: • ensure that others can understand me when I pronounce familiar words or phrases • help me work out how to pronounce unfamiliar words • read a short text aloud with accuracy and confidence. **MLAN 3-07a**	I can apply my knowledge about language, intonation and pronunciation to: • ensure that others can understand me when I pronounce familiar and unfamiliar words and phrases • help me work out how to read aloud familiar and unfamiliar texts with accuracy and confidence. **MLAN 4-07a**

Reading

	Second	Third	Fourth
Finding and using information	I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example. **MLAN 2-08a** I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language. **MLAN 2-08b**	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. **MLAN 3-08a**	Using a variety of resources, I can independently read text which is more detailed and which contains complex language including a range of tenses, and demonstrate my understanding. **MLAN 4-08a**

Reading (continued)

	Second	Third	Fourth
Reading to appreciate other cultures	I work on my own and with others to read and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken. **MLAN 2-09a**	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. **MLAN 3-09a**	I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. **MLAN 4-09a**
Reading for interest and enjoyment	I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted. **MLAN 2-10a**	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**	I can select and read for interest and enjoyment a range of more detailed texts containing complex language, including imaginative accounts, both prose and poetry, which use familiar and unfamiliar language and may have had some adaptation. **MLAN 4-10a**

Reading (continued)

	Second	Third	Fourth
Using knowledge about language	I can understand how a bilingual dictionary works and use it with support. **MLAN 2-11a** I can make comparisons and explore connections between spelling patterns in English and the language I am learning. **MLAN 2-11b** I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far. **MLAN 2-11c** I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning. **MLAN 2-11d**	I can use a bilingual dictionary independently to help me understand new language. **MLAN 3-11a** 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**	I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. **MLAN 4-11a**

Writing

	Second	**Third**	**Fourth**
Organising and using information	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 2-12a / MLAN 3-12a / MLAN 4-12a**		
	I have opportunities to express myself in writing, exploring and experimenting with words and phrases using resources, to ensure my writing makes sense. **MLAN 2-13a** I can use familiar language to describe myself and to exchange straightforward information. **MLAN 2-13b**	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** I can express opinions and can offer straightforward reasons for having those opinions. **MLAN 3-13b**	I can write more extensively over a widening range of topics in a range of formats, using some variety of structures, tenses and linking words. **MLAN 4-13a** I can write about experiences, feelings and opinions and can offer reasons for having those opinions. **MLAN 4-13b**
Using knowledge about language	I use my knowledge about language and success criteria to help me, and I can check that I have written familiar words and phrases accurately. **MLAN 2-14a**	I can check the accuracy of my writing using my knowledge about language, the support of others and appropriate reference materials, including success criteria. **MLAN 3-14a**	I can use my knowledge about language, including structure, spelling and punctuation, using success criteria to take responsibility for the accuracy of my writing. **MLAN 4-14a**

Appendix – Explanations

Listening for information

The expectation in this skill at second level is that young people will be able to understand a basic range of everyday expressions relating to personal details and classroom instructions (familiar language) and enjoy listening to a story, song or poem. They may need to listen several times to get the information they require depending on how fast and clearly the speaker talks. They should be aware of how people address each other both formally and informally.

Listening and talking with others

Across all levels, young people will take part in conversations (e.g. MLAN 2-02a/MLAN 2-03b), in collaborative / transactional situations (e.g. MLAN 2-05b) and in presentations (e.g. MLAN 2-06a/MLAN 2-06b), while being able to ask for help and support as necessary (e.g. MLAN 2-04a) and while ensuring pronunciation is sufficiently accurate to be understood by a sympathetic native speaker (e.g. MLAN 2-07b).

The expectation at second level is that young people will be able to give a short presentation about themselves, take part in simple conversations and transactions, and read aloud a simple text. Their pronunciation will not always be completely accurate but their meaning will be clear.

Reading

Across all levels, young people will read text in order to use and find information (e.g. MLAN 2-08b), to appreciate other cultures (e.g. MLAN 2-09a) and for interest and enjoyment (e.g. MLAN 2-10a), while developing a range of reading strategies including the use of dictionary (e.g. MLAN 2-11a), knowledge of English and, possibly, other languages with which they are familiar (e.g. MLAN 2-11b/MLAN 2-11d) and knowledge of the foreign language (e.g. MLAN 2-11c).

The expectation at second level is that young people will be able to understand the main points from a short written text presented in traditional print form or electronically and draw upon a range of support including glossaries, word lists, peer and teacher support.

Writing

Across all levels, young people will write in order to describe themselves and exchange straightforward information (e.g. MLAN 2-13b), developing awareness of the accuracy required in writing information previously used in speaking (e.g. MLAN 2-14a).

The expectation at second level is that young people will be able to write a few sentences about themselves and others using expressions which they have already learned and, with support, including writing frames, peer and teacher support, demonstrate an awareness of the writing system of the foreign language.

Explanation of terminology which is open to different interpretations

These explanations apply to all levels and all outcomes where those terms are used.

MLAN 4-01a 'Unfamiliar'
Unfamiliar language can either be previously known vocabulary presented in a new and unfamiliar context or this can be new, unfamiliar vocabulary which does not distract the listener from understanding the gist and the main points of the text.

MLAN 4-02a 'Predictable'
Language is predictable in that it is learned; however, the conversation is less predictable in that the precise format of the questions may vary, as may the order in which they are asked. There may also be more extended questions which draw on previous knowledge.

MLAN 4-03a '… using an extended range of language structures ….'
The ability to move beyond the use of fixed phrases and to demonstrate a variety of vocabulary and tenses is a key element in evaluating the extent to which the learner has met agreed success criteria for speaking. Guidance as to the appropriate level expected for conversations at SCQF Level 4 is currently available from SQA and this can be used as a point of reference.

MLAN 4-05a
Within transactional situations, young people will be able to both obtain a service (when abroad) and provide a service (when at home).

Guidance as to the appropriate level of learner's response expected for transactional role play at SCQF Level 4 is currently available from SQA and this can be used as a point of reference.

MLAN 4-06a
Young people will be able to speak at some length on a prepared topic, going beyond basic content and showing evidence of structure.

Guidance as to the appropriate level of learner's response expected for Prepared Talk/Presentation at SCQF Level 4 is currently available from SQA and this can be used as a point of reference.

MLAN 4-09a
This type of reading may lend itself to the use of the internet and other sources to access text which may in turn contribute to the speaking (MLAN 4-06a) and writing (MLAN 4-13b) presentations.

MLAN 2-10a, MLAN 3-10a, MLAN 4-10a
A text, spoken or written, may be seen as the medium through which ideas, experiences, opinions and information can be communicated. Text is made more demanding and more complex by the content, the length, the density of sentence structure and the range of vocabulary and structures.

Guidance concerning the level of text expected at SCQF Level 4 is currently available from SQA, and this can be used as a point of reference.

MLAN 4-13a
Teaching and learning should capitalise on the potential to increase motivation by the wide range of ways in which learners interact with others, including email, blogging, and scripting material for podcasting and video conferencing.