



Education  
Scotland  
Foghlam Alba

Transforming lives through learning



# First Level Experiences and Outcomes

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Transforming lives through learning

# A 1+2 approach

**First level experiences and outcomes :**

***You said , we did...***

**Working group -5 primary, 2 secondary  
practitioners**

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# First level experiences and outcomes

- Guide and support practitioners delivering primary language learning
- Achievable by end of primary 4 for most and earlier for some
- Appendix gives explanatory notes and approaches to learning and teaching from first to fourth level
- Link to the statements from the primary language overarching framework for learners



# First level Experiences and Outcomes



Listening and talking				
	First	Second	Third	Fourth
<b>Listening for information</b>	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding verbally or non-verbally <b>MLAN 1-01a</b></p> <p>I am learning to take an active part in daily routines, responding to simple instructions which are accompanied by gesture and expression. <b>MLAN 1-01b</b></p> <p>I can listen to and show understanding of language from familiar voices and sources. <b>MLAN 1-01c</b></p>	<p>I explore the patterns and sounds of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding. <b>MLAN 2-01a</b></p> <p>I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression. <b>MLAN 2-01b</b></p> <p>I can listen to and show understanding of familiar instructions and language from familiar voices and sources. <b>MLAN 2-01c</b></p>	<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. <b>MLAN 3-01a</b></p>	<p>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. <b>MLAN 4-01a</b></p>
<b>Listening and talking with others</b>	<p>I am beginning to identify key information from a short predictable conversation and react with words and/or gesture <b>MLAN 1-02a</b></p>	<p>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</p>	<p>I can listen and respond to others in mainly predictable, more extended conversations using familiar language and non-verbal techniques as appropriate.</p>	<p>I can listen and respond to others, including sympathetic fluent speakers of the language, in extended conversations that are less predictable.</p>

# First Level Experiences and Outcomes

I can...

- Exchange personal language – orally and written

The diagram consists of a central red text block at the top with two red arrows pointing downwards to two light blue oval shapes. The left oval contains the text 'I am beginning to share information about myself using familiar vocabulary and basic language structures. MLAN 1-02b'. The right oval contains the text 'With support I am becoming an active listener and can understand, ask and answer simple questions to share information. MLAN 1-03'.

I am beginning to share information about myself using familiar vocabulary and basic language structures.

MLAN 1-02b

With support I am becoming an active listener and can understand, ask and answer simple questions to share information.

MLAN 1-03

# First level Experiences and Outcomes

I can...

Understand and respond to questions with increasing confidence and accuracy

I am beginning to identify key information from a short predictable conversation and react with words and/or gesture

**MLAN 1-02a**

# The experiences and outcomes – First Level



- reflect the early stages of learning the target language
- have a clear oral/aural focus where the number of Es and Os is greater in the Listening and Talking section, although the total number of Es and Os is fewer overall
- support the early development of reading skills to complement language development in English using similar strategies for young learners
- encourage experimentation with writing in the target language in any appropriate context by primary 4 for most and earlier for some.



# The experiences and outcomes



- allow practitioners to gauge the progress of learners across the key skills from first to fourth level.
- give clear ideas of expectations of skill development across levels
- are open ended to allow for flexibility and creativity in the classroom
- change the balance of the key skills as the learner progresses through the levels

# Approaches to learning and teaching

- First level experiences and outcomes reflect the expectation that the language is embedded from Primary 1 onwards, through daily classroom routines, so that learners' awareness of the target language develops simultaneously with their skills in English and literacy.
- Active learning through play, songs , rhymes and storytelling all help to develop the oral/aural skills and begin to lay the foundation of matching the written and the spoken word.



# Further support -

- E books “ Les aventures d’Angus



## Teacher's notes for "Au Zoo de Vincennes"

These videos are aimed to support and stimulate young language learners by exemplifying pronunciation in French and allowing them to match the written and spoken word. They also aim to support practitioners by offering a platform that can lead to wider learning opportunities. The teacher's notes give a possible way of exploiting the video resource but is in no way prescriptive.

### Who is this video for?:

This video is aimed at learners in nursery and lower primary school. The topics are familiar and build on the kind of stories they might encounter in the learning of their mother tongue. The activities reinforce the key



# A 1+2 approach

## Modern Languages:

First level learning Journey

“All about me”

Time: 1 term

### Capacities

**Successful learners**, who can reflect on how they have acquired and learned their first language and how this can assist them in learning another language  
**Confident individuals**, who, through experiencing success and support, can interact with others in real-life situations and role-play a dialogue in their new language  
**Effective contributors**, who can work in individual, paired and group situations.  
**Responsible citizens**, who have a growing awareness of life (similarities and differences) in another society.

### Principles:

**Challenge & Enjoyment:** Role playing a dialogue; creating an ID card etc to demonstrate what I have learned  
**Breadth:** - Listening to children from elsewhere giving information about themselves  
**Progression:** Building on what has been learned in P1 about identity.  
**Depth:** Adding additional information about themselves  
**Personalisation and choice:** Creating their own imaginary family  
**Relevance:** Real-life mini dialogue; sharing information about yourself  
**Creativity:** Working individually or with others to create a family tree

### Skill Development

\* To be able to give information about oneself.

### Key Activities

- 1. Greetings:** Hello/good morning-How are you? I'm (very) well/so-so/ and you?  
->Use a puppet and go around the class to say « hello » and shake hands  
->ask children to go around and greet each other  
->do the same for “How are you? I am fine”  
->reinforcement with song
- 2. Name:** What's your name?  
->the puppet/teacher introduces him/ herself and ask a child “and you?” or “and you, what's your name?”  
->children go around, introduce themselves and ask “and you?” or “and you, what's your name?” use of finger puppets
- 3. Age:** I'm 6. And you? How old are you?  
->beforehand, practise numbers with number fan, song, bingo  
->same approach as 1 and 2 (above)
- 4. Birthday:** When is your birthday?  
-> numbers until 31 + months  
->“line” game to practise months + date of birth (forming a line with the months/dates of birth in the right order)
- 5. Where you live:** I live in... and you?
- 6. Brothers and sisters:** I have...brother(s) I have ...sister(s). And you?



# Support from Education Scotland – coming soon...



- SLF 23<sup>rd</sup> & 24<sup>th</sup> September
- SALT 2015
- Engagement with local authorities
- Revised Principles and Practice document
- First level statements on progression framework
- Guidance on progression first to second level
- Case studies for 1+2 in a secondary context
- Case studies for L3 in primary context



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