



**Education  
Scotland**

**Foghlam Alba**

**Transforming lives through learning**

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**L3**

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**[www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)**

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## Key recommendations: the primary

**‘....that schools offer children access to an additional language from Primary 1’**

## The recommendations: being clear

### Embedding language learning

While some discreet teaching episodes remain necessary for progression, teachers in primary schools should endeavour to include use of the language as part of daily classroom routine and lessons

## Achieving in modern languages

- **Aiming for second level for most by the end of P7 for L2. Children will not necessarily be further on in their level of achievement but will be more confident and will have a deeper level of knowledge and understanding**
- **Implications for transitions and for S1 programmes of work (Recommendation 8)**

## Key recommendations: transition

The Working Group recommends that primary and secondary schools work effectively together to ensure articulation between the sectors in terms of content, skills and approaches to learning and to enable effective transition, progression and continuity between P7 and S1

Continuity S1 is key to children building on the knowledge and **skills** developed over P1 to P7

## Importance of continuity of L2

## \_3 recommendations

4. The Working Group recommends that a second additional language (L3) be introduced for pupils at a later stage in the primary school.....no later than P5.
  
11. The Working Group recommends schools develop language learning for L3 during the broad general education,...

# Continuity: amendment

The L3 may be the language studied in S1 where it has been a full P5-P7 experience which has given children the opportunity to achieve at second level.

## Pilot projects: the art of the possible

How can primary schools introduce the modern language to all classes?

How much can they learn of a second modern language?

How do schools find space for another language in the curriculum?

How can secondary schools introduce some meaningful study of another language during the BGE and beyond?



# Key recommendations: L3

**Get the L2 in place first**

**Plan for the introduction of L3**

## Further guidance on L3 within the policy

- 13 page document
- Background and context
- Building language skills
- L3 in the primary sector – How? How much? Level?
- L3 in the secondary sector – Who? How? How much?
- Specific advice for Gaelic, particularly GME
- Sample hypothetical case studies

## Key recommendations: being clear on L3 in the primary school

- Not expected to be in the same depth as the first ML but a progressive experience going beyond word level, building on skills introduced through the first ML.
- Not necessary to have the same second language P5 to P7 though this would be ideal. The important thing is to build generic language skills and confidence in language learning. Clear links to literacy

## What would the minimum language level look like?

- **Progressive – beyond words**
- **Building on language learning skills such as working out text**
- **Understand and use the language, using all four skills**

**Remember the interests and stage in learning of the children**

## L3 options in planning

- Same language over the whole of P5 – P7, regular weekly slot
- Same language over P5-P7, in blocks of time
- IDL over a number of weeks. Could be a different L3 each year, fitting in with themes introduced elsewhere in the curriculum
- Input over a period of time from the CT or someone else (eg previously trained MLPS teacher, Confucius Hub input, native speaker working with the teacher)

**Think about integration**

**What will that look like in primary schools?**

**What should it not be?**

**What else would you need to know here?**

- **A term of Polish with support from parents. Children engage in an investigative project on Poland, learning to talk about themselves in Polish and learn to read some short stories in Polish**
- **Children investigate Chinese culture and learn to say numbers, greetings and some Chinese words for food as part of a 4 week interdisciplinary project covering language, geography and HWB**

**What will that look like in primary schools?**

**What should it not be?**

**What else would you need to know here?**

- **Children are learning French from P1. They are learning Spanish from P4 because there are enough trained teachers in the school**
- **Children are learning Spanish before going on a trip to Spain. They learn some facts about Spanish culture, learn to give personal information and talk about their likes and dislikes. They use their knowledge of decoding texts to work out some fairy stories in Spanish.**

# However.....

**The focus has largely been on the primary sector**

**Secondary schools need plans and a vision for how they will meet the requirements in a way which suits their local circumstances**

**How can they ensure progression in skills from the primary experience?**



## L3 recommendations

‘The Working Group expects young people to continue with some form of language study in the L2 language up to the end of the broad general education, ie to the end of S3. In terms of the L3 language, a number of approaches are possible besides a full subject option.’

## Secondary schools: L3

**L3 does not have to be the same language as was studied as a second language at primary school although that would be very positive. This may be introduced in a number of ways at some point during the BGE**

# Strategy for school implementation: secondary

## L3 during the broad general education

- Progressive, coherent language programme which goes beyond the basics.
- Building on all 4 language skills
  
- Be very wary of carousel approaches which give less time to L2

## Possibilities for L3 include

**L3 as a full option to study a second language at S3.  
Through this option, young people would be aiming  
for a national qualification at S4**

**L3 as an elective, insert or masterclass at any stage  
over the broad general education. Any language.**

**L3 as part of a well planned IDL project at any stage  
over the broad general education**

**What will that look like?**

**What should it not be?**

**What else would you need to know here?**

- **S2 pupils are engaging in a master class lasting 8 weeks. They are taught Spanish in this time by a qualified Spanish teacher**
- **S1 pupils studying geography. The social studies faculty suggests an interdisciplinary project over 6 weeks, within which languages staff will teach pupils some basic language to interest them in learning the language later**

**What will that look like?**

**What should it not be?**

**What else would you need to know here?**

- **Teachers have prepared a carousel of languages which means that pupils at S1 learn French for term 1, German for term 2 and Spanish in term 3.**
- **Pupils can choose to study a second modern language at S3 instead of doing a science.**

Whichever option is chosen, it must be the case that, at some point in their broad general education, all young people are introduced to a second additional language. **This does not mean that all young people have to study two languages in full over the whole of S1 to S3.**

It does mean that care must be taken in studying each young person's developing profile over this time, to ensure that it includes study of an L3 at some stage.

# How do you fit languages in? Is it worth it?

**What do you want to create?**

**What kind of young people do you want to see  
leave your school?**

**What capabilities do you want them to have?**



# Building your curriculum: increased expectations and moving on

## Curriculum for Excellence and the dreaded 'curriculum models'

**What's your rationale?**

# What do you want your curriculum to do?

## Key priorities

- **4 capacities**
- **Skills for learning, life and work**
- **Developing the Young Workforce**
- **Address cross-cutting themes such as sustainability and global citizenship**

## Where do languages fit in to this vision?



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