

Renfrewshire Council

Response to 1+2

Louise Dunn – Development Officer

Janice Neilson – Education Officer



Renfrewshire
Council

Session 2012-13

- History
- Appointment of Development Officer
- Audit
- Working party
- Skills based framework – Early, First and Second levels
- Supporting materials



Session 2013-14

- Framework rolled out – August 2013
- 6 pilot schools
- Strategy group set up – August 2013
- Train the trainers – November 2013
- Phase 1 of training and showcase event – Jan-May 2014
- GLOW
- Interim audit – May 2014
- Support for schools – Monitoring and Tracking/Overview/ES P1 guidelines – Dec 2013
- Information for parents



Training

- Previously offered a 4 day training course
- Not meeting needs and expectations
- Strathclyde University
- ‘Train the Trainer’ 5 day course – November 2013
- 12 Trainers from current teaching staff – degree
- 204 delegates
- 20hr course over 10 weeks
- Reflection and evaluation ongoing
- Showcase event



Pilot Schools

- 6 pilot schools
- 5 implementing L2, 1 implementing L3
- Funding
- Case study carried out by SCILT
- Interim audit
- Increase for session 2014-15



Colleagues

As you will be aware there is an expectation from the Scottish Government that by 2020 all youngsters will access two additional languages in addition to their mother tongue. There has been a significant amount of work undertaken across the authority with regards to training and support for our teachers to deliver a progressive skills based curriculum in modern languages.

The minimum expectations for session 2014-2015 are;

- **all primary schools will roll out the current modern language they are teaching to at least one other stage in their school. For example, if the school currently teaches the modern language in P6 and P7, it would be expected that for the year 2014-15 this would roll into P1 or P5;**
- further training courses will take place. These will be offered on a twilight basis and will commence in September 2014;
- there is a national expectation that all young people from 2020 will access two modern languages in the primary school. It is therefore necessary to continue training all our primary teachers in an additional modern language;
- professional dialogue and joint planning with secondary colleagues regarding modern languages should appear on all cluster meeting agendas, with a view to building on the children's existing modern language learning as they transition into S1 and beyond; and
- a secondary development officer is to be appointed to support this key area of government policy.

If you need any further clarification, please do not hesitate to contact me.

Session 2014-16

- L2 into more stages in each school
- Third level framework
- Appointment of a secondary modern languages development officer
- Secondary Audit
- Improved cluster working and transition
- Pilot L3 in original pilot schools
- Phases 2 & 3 training
- Cultural and IDL training
- CPD refresher opportunities
- GETS
- Confucious Hub



Skills

	Primary 1	Primary 2	Primary 3	Primary 4	Primary 5	Primary 6	Primary 7
Skills	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise Develop awareness	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise Identify Develop awareness Match Re-construct Copy Write	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise React to Identify Develop awareness Match Re-construct Link and compare Copy Write Manipulate Apply	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise React to Identify Increased awareness Match Re-construct Link and compare Research Copy Write Manipulate Apply Select Practise	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise React to Respond to Identify Distinguish Increased awareness Match Re-construct Link and compare Research Apply Find Read collaboratively Select and read Copy Write Manipulate Apply Select Practise Experiment	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise React to Respond to Recall Identify Distinguish Demonstrate awareness Match Re-construct Link and compare Research Apply strategies Locate specific items Read collaboratively Select and read Try various strategies Copy Write Manipulate Apply Select Practise Experiment Link ideas	Listen Respond Use Demonstrate Understand Follow Show Perform Recognise React to Respond to Recall Identify Distinguish Demonstrate awareness Match Re-construct Link, compare and analyse Research Apply strategies Locate specific items Read collaboratively Select and read Summarise Apply known strategies Make inferences Predict meaning Copy Write Manipulate Apply Select Practise Experiment Link ideas



Pre-5

(suitable for Early level)

Focus	Skills based Learning Intentions Children will be able to...	Success Criteria for Assessment I can...
Greetings	Listen actively to the sounds of a modern language. Respond simply to greeting/ question asked. Use modern language in some everyday routines.	Use greetings as appropriate. Reply , with some information to question asked using modern language – Hello/ Goodbye/ 'How are you?'
Personal Information	Listen actively to the sounds of a modern language. Respond with some support to questions asked.	Reply , to questions asked – 'What is your name/ How old are you?' Begin to Identify the correct question and answer connection.
Numbers 0 to 10	Listen actively to the sounds of a modern language. Count using numbers of modern language.	Repeat number vocabulary correctly. Begin to Identify and recall number words to 10. Take part and in simple number games.
Days of the Week	Listen actively to the sounds of a modern language. Say the days of the week using modern language. Begin to Use modern language in some everyday routines.	Repeat vocabulary for the seven day names. Order days correctly 2 consecutive days correctly. Begin to Use days as part of the date.
Colours	Listen actively to the sounds of a modern language. Begin to Use colours to describe various objects.	Repeat vocabulary for 4 given colours. Identify 2 colours independently in more than one context. Take part and in simple colour games.



Primary 1

(suitable for Early level)

Early Level: Primary 1 Modern Language Framework

Focus	Skills based Learning Intentions Pupils will be able to...	Success Criteria for Assessment I can...
Greetings	Listen actively to the sounds of a modern language. Respond simply to greeting/ question asked. Use modern language in some everyday routines.	Use greetings as appropriate. Reply , with basic information to question asked using modern language – Hello/ Goodbye/ ‘How are you?’
Personal Information	Listen actively to the sounds of a modern language. Respond appropriately to questions asked.	Reply , with some intonation to questions asked – ‘What is your name/ How old are you?’ Identify the correct question and answer connection.
Numbers 0 to 10	Listen actively to the sounds of a modern language. Count using numbers of modern language.	Repeat number vocabulary correctly. Identify and recall number vocabulary to 10. Take part and cooperate in simple number games.
Days of the Week	Listen actively to the sounds of a modern language. Describe order of events using modern language. Use modern language in some everyday routines.	Repeat vocabulary for days of the week. Order days correctly. Identify and recite day in response to questions – tomorrow will be/ yesterday was etc. Use days as part of the date. Begin to recognise simple environme



Primary 4

(suitable for first level)

First Level: Primary 4 Modern Language Framework

Focus	Skills based Learning Intentions Pupils will be able to ...	Success criteria for Assessment I can ...
Greetings	<p>Listen actively to the sounds of a modern language while beginning to demonstrate understanding of phonics, rhyme and rhythm.</p> <p>Respond to greetings, questions asked and responses.</p> <p>Use modern language in everyday routines.</p>	<p>Use greetings as appropriate.</p> <p>Reply, with intonation to question asked using modern language.</p>
Personal Information	<p>Listen actively to the sounds of a modern language while beginning to demonstrate understanding of phonics, rhyme and rhythm.</p> <p>Listen for specific words and phrases.</p> <p>Be able to respond readily to questions asked.</p> <p>Work with a partner to create a short conversation, exchanging personal information.</p>	<p>Reply, with intonation to questions asked using modern language.</p> <p>Identify the correct question and answer connection.</p> <p>Ask/answer partner questions readily.</p> <p>Read and begin to understand greetings and personal information.</p>
Numbers 32-50	<p>Listen actively to the sounds of a modern language while beginning to demonstrate understanding of phonics, rhyme and rhythm.</p> <p>Identify numbers accurately.</p> <p>Use the numbers to participate in more complex games and activities using the numbers 0-50.</p>	<p>Repeat number vocabulary accurately.</p> <p>Be able to recall numbers 0-32.</p> <p>Repeat numbers in order 32-50.</p> <p>Identify numbers with same sounds.</p> <p>Take part and co-operate in more complex activities.</p> <p>Manipulate numbers matching sound and representation.</p>



Primary 7

(suitable for Second level)

Second Level: Primary 7 Modern Language Framework

Focus	E&O	Skills based Learning Intentions Pupils will be able to...	Success criteria for Assessment I can...
Greetings	MLAN 2-01a MLAN 2-01b MLAN 2-01c MLAN 2-02a	<p>Explore patterns and sounds of language.</p> <p>Respond confidently to greetings</p> <p>Take an active part in daily routines.</p> <p>Demonstrate importance of intonation and gesture to accompany language.</p> <p>Show understanding of familiar language.</p>	<p>Use greetings as appropriate.</p> <p>Reply, with intonation/expression and gesture to question asked using modern language.</p> <p>Greet staff and pupils readily and with confidence.</p>
Personal Information	MLAN 2-01a MLAN 2-01b MLAN 2-01c MLAN 2-02a MLAN 2-03a MLAN 2-05b MLAN 2-08b MLAN 2-13a MLAN 2-14a	<p>Explore patterns and sounds of modern language comparing them to English.</p> <p>Identify specific words and phrases in order to relay accurate information about partner.</p> <p>Be able to respond to questions asked taking account of the needs of the listener.</p> <p>Work with a partner to prepare a short conversation, sharing personal information.</p> <p>Participate in collaborative activities.</p> <p>Read and demonstrate understanding of words, signs phrases and texts containing familiar language.</p> <p>Read and discuss familiar texts independently and as part of a group.</p> <p>Write familiar vocabulary to describe self and exchange straightforward information.</p>	<p>Reply, with intonation and expression to questions asked using modern language.</p> <p>Identify and respond to the correct question and answer connection.</p> <p>Ask/answer partner questions with confidence.</p> <p>Readily read and understand greetings and more complex personal information.</p> <p>Write vocabulary accurately showing logical sequence and some cohesion.</p>





[Renfrewshire Council](#) [National Site](#) [Glow Help](#)

Search this site

Renfrewshire Council

Home

[Renfrewshire Council](#)

[National Site](#)

[Glow Help](#)

Documents

Recent

[Test Survey](#)

[Professional Learning Links](#)

[ML Links](#)

[Renfrewshire Links](#)

[Authority Contacts](#)

Site Contents

Site Contents

Renfrewshire Council

The home page for all staff and pupils in Renfrewshire Council.



Renfrewshire TeachMeets



Renfrewshire IDL Forum



Modern Languages



Home Economics Forum



Renfrewshire Council



Home

- Renfrewshire Council
- National Site
- Glow Help

Documents

Recent

- Test Survey
- Professional Learning Links
- ML Links
- Renfrewshire Links
- Authority Contacts
- Site Contents
- Site Contents

Renfrewshire Council

Modern Languages in Renfrewshire

Welcome to the Renfrewshire Modern Languages pages

A big thank-you to Anne Louise Nicholson at St Paul's who provided the template for our Modern Languages sites.

ML Links

+ new link or edit this list

	Edit	URL	Notes
ML Primary One Guidelines			

Click [here](#) to access the French site.

Click [here](#) to access the German site.

Click [here](#) to access the Spanish site.

Language Learning in Scotland
A 1+2 Approach

https://glowsotland.sharepoint.com/sites/RenfrewshireCouncil/SitePages/Home.aspx



My Site

National Site

Home

Notebook

Documents

Recent


Teaching Materials

Spanish Songs

Spanish Song Clips

Spanish Web Links

<https://glowcoastandsharepoint.com/sites/nicholson>



Newsfeed

Start a conversation

Mrs Nicholson
Second level sound files now uploaded too. :-)
23 April Like Reply Follow Mrs Nicholson --

Mrs Nicholson
All first level sound files now loaded - again ignore number at the front as this will be removed. Each level builds on previous level and only new vocabulary introduced at that stage has been recorded, as in framework. If you wish to recap previously vocab go back and listen to previous levels. Second level files will be loaded up over the weekend.
24 April Like Reply Follow Mrs Nicholson --

Mrs Nicholson
Sound files picked up today and first set now uploaded. They've been saved as Primar

General Documents

new upload edit share

Name

- ASN in Language Learning ...
- Spanish Display_General ...
- Spanish Powerpoints_General ...
- Renfrewshire MFL Spanish Docs ...
- Renfrewshire MFL Framework_Generic ...
- Pupil Handouts_General ...

Spanish Songs

new link or edit this list

Edit	URL	Notes
<input checked="" type="checkbox"/>	Spanish Christmas songs	Spanish Christmas songs
<input type="checkbox"/>	Alabaré Hymn	Alabaré Hymn
<input type="checkbox"/>	Feliz Navidad	Merry Christmas song
<input type="checkbox"/>	Vowel song	Echoes back, a e i o u
<input type="checkbox"/>	Que llueva, que llueva	It's raining song

Teaching Materials

new upload edit share

- Name
- Weather ...
- Spanish Alphabet ...
- Shops ...
- Personal Information ...
- Numbers ...
- In the Restaurant_Cafe ...
- Greetings & Pleasantries ...
- Food & Drink ...
- Face & Body ...
- Descriptions ...
- Days Dates Months Seasons ...
- Cultural Information ...
- Colours ...
- Clothing ...
- Classroom Vocabulary ...
- Classroom Instructions ...

Mrs Nicholson
SPANISH (early/first -St Paul's group) - Only week 10 to go with our ML training sessions! Remember if you haven't got your 8+sessions under your belt that you should take part in 1 "mop up" session on Wed 23/4 to cover the sessions you missed or need further help with. These "mop up" sessions will be flexible and topics covered will depend on who attends and what their needs are. If you've got your 8+ and want to pop back to join in you're also welcome. Micro-teaching sessions in week 9 were fab - such an enthusiastic bunch! Revision in week 10 will be personal language, numbers to 50 and dates/calendar. Hasta miercoles :-)

28 March Like Reply Follow Mrs Nicholson --

M. Moseley
Hiya! Just wondering if you could clarify the homework for this Wednesday please :) I was preparing for a fundraiser last session and couldn't make it. What are the expectations exactly? Are we teaching a lesson to a small group? How much time etc... Thank you!!! Sorry to be a pain!

Michelle
10 March Like Reply Follow M. Moseley --

Mrs Nicholson Hi, Micro teaching session is in week 9 for all courses so you have a few weeks yet. We'll have a chat about it this week and you can have discuss in groups in week 8. Just a few minutes long so nothing fancy. - just done to the group you normally sit with :-)
11 March Like Follow Mrs Nicholson --

Add a reply

Mrs Abercrombie

Spanish Vocabulary Sound Bites

new upload edit share

- Name
- Around Town ...
- Classroom Instructions ...
- Classroom Vocabulary ...
- Clothing ...
- Colours ...
- Cultural Info ...
- Dates Days Months Seasons Time ...
- Descriptions ...
- Face & Body ...
- Food & Drink ...
- Greetings & Personal Info ...
- Houses and Homes ...
- In the Restaurant_Cafe ...
- My Family ...



General Web Links

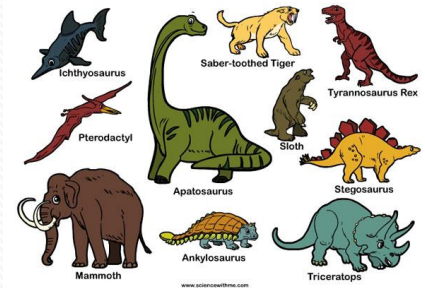
new link or edit this list

- | Edit | URL | Notes |
|-------------------------------------|--------------------------|-------|
| <input checked="" type="checkbox"/> | Flashcard Links | ... |
| <input checked="" type="checkbox"/> | Games & Activities Links | ... |
| <input checked="" type="checkbox"/> | Printables Links | ... |
| <input checked="" type="checkbox"/> | Methodology Links | ... |
| <input checked="" type="checkbox"/> | Cultural Links | ... |
| <input checked="" type="checkbox"/> | Display Links | ... |
| <input checked="" type="checkbox"/> | Podcast Links | ... |
| <input checked="" type="checkbox"/> | Grammar Links | ... |
| <input checked="" type="checkbox"/> | 1+2 Information | ... |



Contextualised learning and IDL

- Embed language through daily routine
- Look for opportunities through existing topics
- Application of language
- Discrete lessons required at times
- KAL – Knowledge About Language
- Curriculum maps from ES



Contact

- louise.dunn@renfrewshire.gov.uk
- janice.neilson@renfrewshire.gcsx.gov.uk



Renfrewshire
Council