

# **CfE Modern Languages Framework**

## **Sharing the Standard: Second Level**

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## Sharing the Standard

### **What is the purpose of this document?**

The purpose of this document is to build upon the Explanation appendices and to provide more detailed elaboration of the Experiences and Outcomes linked to each of the language organisers: Listening for Information, Listening and Talking, Reading and Writing.

### **Are we ‘raising the bar’ in terms of what we expect from our learners?**

We are certainly raising the bar to the extent that we expect the majority of our pupils to achieve by the end of S3 a level of performance in each language skill which approximates to the level of performance we currently associate with SCQF level 4 (S Grade General / Intermediate 1). Without placing a ‘glass ceiling’ on higher levels of achievement, this is an achievable target in modern languages, provided we establish a solid basis in primary, have an appropriate gradient of progression in S1 to S3 and motivate our learners through relevant and motivating learning experiences.

### **How do practitioners ensure a common interpretation of the standard of performance expected at each level?**

The elaboration is presented in the form of reference to relevant documentation in the public domain with which practitioners will be to some extent familiar. As is the case with the Modern Languages CfE Experiences and Outcomes at second level, these documents seek to describe learning experiences and outcomes at beginner level and track progression in each of the four language skills.

The sources are:

from **out with** Scotland:

- Common European Framework of Reference (CEFR) Basic User Level A1
- Languages Ladder (Breakthrough → Preliminary)

from **within** Scotland:

- HMIE expectation of learning in the target language of pupils by end of P7.
- 5-14 Knowledge about Language (KAL)

Taken together with the CfE experiences and outcomes, this elaboration enables practitioners of modern languages to arrive at a shared understanding of the standard of proficiency expected at this stage (P7) in each language skill both nationally and internationally. Having been “reassured” as to how to interpret the expected standard of performance, practitioners can then consider how to enable young people to achieve these standards through learning experiences which promote the principles of AifL and of CfE:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

## **LISTENING for INFORMATION**

In developing the CfE experiences and outcomes in this skill at 2<sup>nd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR):**

#### **A1 Basic user**

I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.

### **Links to Languages Ladder:**

#### **GRADES 1-2-3 Breakthrough**

**1** I can understand a few familiar spoken words and phrases **2** I can understand a range of familiar spoken phrases **3** I can understand the main point(s) from a short spoken passage

On completing this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs • You may need to listen several times to get the information you need, depending on how fast and clearly the speaker talks • You should have some understanding of a few simple grammatical structures and sentence patterns • You should be familiar with the sound system of the language • You should be aware of how to address people both formally and informally as appropriate •

#### **GRADE 4 Preliminary**

**4** I can understand the main points and some of the detail from a short spoken passage

On completing this stage, you should be able to understand standard speech relating to a range of predictable everyday matters, providing that it is spoken clearly and directly

From **within** Scotland:

#### **HMIe Expectations:**

- understand classroom instructions and personal information
- enjoy listening to a story, song or poem

### **Links to 5 – 14**

#### **Knowledge about language**

- develop an awareness of and be able to use, in English language, terms such as rhyme, rhythm and sound within the context of appropriate activities and these will be reinforced through regular use.
- focus on a few key features of language that help learners understand meaning, e.g. items of vocabulary that are already known, the use of intonation to indicate certain kinds of questions, gestures or movements, and silences; recognise common words indicating that a sequence is to follow (e.g. *d'abord, ensuite, zuerst, danach, después*) as a means of retaining the overall coherence of the text; bring their own knowledge of the context, including their own knowledge of the world, to the listening activities in which they are engaged as their understanding of effective listening strategies develops. Knowing about aspects of grammar will also help with the problem-solving nature of foreign language acquisition, e.g. recognising a verb and the noun or pronoun that goes with it, markers of tense, adjectival endings, cases (where appropriate) and word order.

### **Curriculum for Excellence Listening for information**

**The CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, 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 quickly and clearly the speaker talks. They should be aware of how people address each other both formally and informally.**

## LISTENING and TALKING WITH OTHERS

In developing the CfE experiences and outcomes in this skill at 2<sup>nd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **A1 Basic User**

I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

I can use simple phrases and sentences to describe where I live and people I know.

### **Links to Languages Ladder:**

## **SPEAKING**

### **GRADES 1-2-3 Breakthrough**

**1** I can say/repeat a few words and short simple phrases **2** I can answer simple questions and give basic information **3** I can ask and answer simple questions and talk about my interests

On completing this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs • Your pronunciation will not always be completely accurate but your meaning will be clear • You should be able to understand and use a few simple grammatical structures and sentence patterns • You should be familiar with the sound system of the language • You should be aware of how to address people both formally and informally as appropriate •

### **GRADE 4 Preliminary**

**4** I can take part in a simple conversation and I can express my opinions

On completing this stage, you should be able to use and adapt learned language relating to a range of predictable everyday matters • Your pronunciation should be clear and you should be able to maintain a simple conversation using strategies such as asking for clarification or repetition

From **within** Scotland:

### **HMIe Expectations:**

- give a short presentation about themselves
- take part in simple conversations and transactions
- read aloud a simple text

## Links to 5-14

### Knowledge about language

- discuss and understand aspects of activities encountered in the English language strands through a developing understanding of terms such as soft, slow, loud, quick, clear and voice.
- speak clearly, with good pronunciation and intonation, and with growing accuracy and fluency; notice similarities and differences between their first language and the foreign language, and increasingly see the importance of having a wide generic and topic-specific vocabulary to say 'what they mean'; say more, more confidently through a growing familiarity with a range of verbs, adjectives, adverbs and connectors etc.; recognise pattern and structure as their confidence and linguistic competence grows; use their awareness of pattern and structure to speak more spontaneously in the foreign language

### Curriculum for Excellence 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 CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill 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

In developing the CfE experiences and outcomes in this skill at 2<sup>nd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR):**

#### **A1 Basic User**

I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

### **Links to Languages Ladder:**

#### **GRADES 1-2-3 Breakthrough**

**1** I can recognise and read out a few familiar words and phrases **2** I can understand familiar written phrases **3** I can understand the main point(s) from a short written text in clear printed script

On completing this stage, you should be able to understand a basic range of everyday expressions relating to personal details and needs • You should have some understanding of a few simple grammatical structures and sentence patterns • You should be familiar with the writing system of the language • You should be aware of how to address people both formally and informally as appropriate

From **within** Scotland:

### **HMIe Expectations:**

- read and understand a short text

### **Links to 5 – 14**

#### **Knowledge about language**

- discuss aspects of activities undertaken using the following terms : author, title, chapter, index and content, and setting the scene; engage with a variety of texts, among them poems and dictionaries.
- develop a range of strategies that will help them to approach reading with confidence, competence and enjoyment; demonstrate their awareness of word-sound relationships and how these help learners to access familiar and unfamiliar language; identify the genre (e.g. letter, message, poem, short story); skim and scan the text to look for contextual clues (e.g. titles and subheadings, illustrations, dialogue); draw inferences and predict meaning on the basis of knowledge of the context, knowledge of the world and looking for grammatical clues (e.g. pronouns and verb endings, gender, cases, word-order, conjunctions).

## **Reading for Enjoyment (5-14)**

- enjoy reading and listening to simple stories, poems, songs, rhymes and informational texts supported by pictures in the course of their English language work and offer a personal response to their experiences.
- work out a range of strategies for successful reading and understanding through reading a variety of texts, e.g. words, phrases, dialogues, fiction, non-fiction and screen text, and increasingly select for themselves texts that reflect their own interests; read these independently with teacher support, glossaries, word lists and/or dictionaries where required.

### **Curriculum for Excellence 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 CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill 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**

In developing the CfE experiences and outcomes in this skill at 2<sup>nd</sup> level, account has been taken of the following from **out with** Scotland:

### **Links to Common European Framework of Reference (CEFR) :**

#### **A1 Basic User**

I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

### **Links to Languages Ladder:**

#### **GRADES 1-2-3 Breakthrough**

**1** I can write or copy simple words or symbols **2** I can write one or two short sentences to a model and fill in the words on a simple form **3** I can write a few short sentences with support using expressions which I have already learned

On completing this stage, you should be able to use a basic range of everyday expressions relating to personal details and needs • Your spelling will not always be completely accurate but your meaning will be clear • You should be able to understand and use a few simple grammatical structures and sentence patterns • You should be familiar with the writing system of the language • You should be aware of how to address people both formally and informally as appropriate •

From **within** Scotland:

#### **HMIe Expectations:**

- write a few sentences about themselves and others

### **Links to 5 – 14**

#### **Knowledge about language**

- use progressively the terms included in the English language strand (letter, word, capital, full-stop and sentence) in the discussion of texts they have written, and encountered first in reading; recognise the processes of writing: planning, drafting and redrafting.
- through writing, make sense of their learning, see connections, find out what they know and do not know; move from identification of the similarities and differences between first language and the foreign language and increasingly demonstrate their awareness of language patterns and structures from their reading and listening; develop a range of strategies for accurate writing in the

foreign language; copy and create text with increasing accuracy, with appropriate support mechanisms in place when required, independently noting words, phrases and sentences, with reference to support materials as needed; further develop dictionary skills acquired and developed in their first language to include a structured approach to the skills needed for bilingual dictionaries; reinforce skills learned through English language: 'Construct, punctuate and link sentences of different lengths and organise them in paragraphs in order to shape meaning.' (*English Language 5-14*).

### **Curriculum for Excellence 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 CfE experiences and outcomes draw on aspects of the above frameworks. Without placing a ceiling on performance, the expectation in this skill 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.**

## **NEXT STEPS / ACTIVITIES**

You may wish to consider either individually or in collaboration with colleagues the following activities:

- Look in detail at **the 2<sup>nd</sup> level outcomes** for the **specific organiser** alongside the appendices within the CfE Modern Languages Framework
- Note some activities and areas of language which would enable young people to demonstrate achievement of the outcome
- Consider ways in which you might share success criteria with the young people and involve them in self and peer assessing their progress and planning for their next steps in learning
- Consider how you might develop learning experiences which lead towards successful achievement of this outcome and which are in line with the CfE principles :

Challenge and enjoyment

Breadth

Progression

Depth

Personalisation and choice

Coherence

Relevance