

Minimum expectations for PLL course content

PLL training needs to **upskill** practitioners in the **target language** so that they can confidently support learners of all ages, stages and abilities, and address the significant aspects of learning in modern languages.

PLL trainers should consider including the following elements in the content of a PLL course for teachers:

Progression

Refer to the [guidance on progression](#) and the [1st-4th level MLAN Es & Os](#), in addition Modern Languages Benchmarks will be published in Winter 2016.

Grammar

Suggestions for content and timing for teaching [knowledge about language](#) are contained in Education Scotland 1+2 framework. Many elements of the pedagogy for teaching English grammar are transferable, and equally applicable to the teaching of other languages.

Pronunciation

Pronunciation can be practised little and often through rhymes and repetition in stories and the use of sound files for example. Other techniques include identifying/recognising initial sounds in the target language, developing children's skills through explicit teaching of blends, sounds and accents that are different to English/specific to the target language and transferring phonic & phonological awareness pedagogies from the teaching of English.

Language learning skills involve being able to extract information from spoken and written language (developing active reading & active listening skills); use scaffolding effectively to support the production of spoken and written language (developing accurate, structured spoken and written language); use bilingual dictionaries and apply existing knowledge, understanding and skills in the target language to other curricular areas in unfamiliar contexts. These skills should be developed through a range of classroom activities.

Contextualised Target Language

Language for the following areas should be delivered over the course of the primary experience. Trainers may find it helpful to prepare a list of the relevant vocabulary for teachers based on the contexts and topics areas, responsive to teachers' forward plans. Sound files recorded by a native/confident speaker would be a helpful addition.

- **Animals.** Introduced through stories and personal experience for example. Perhaps practised through simple surveys about pets or favourite wild animals in the target language. Developed through contexts for learning that occur in class in which domestic, farm, zoo or wild animals feature. Extended through description using colours, other simple adjectives and personal information in the third person. Reinforce through work on environmental issues such as habitat loss.

- **Body.** Practised and developed through classroom expressions and instructions such as *helping hands, no hands up, gentle feet, arms by your side, feet behind the line, back to back*. Extended through science, PE and health & wellbeing contexts.
- **Calendar and Weather.** Practised through daily routines by answering, then asking and answering “What is the weather like today?” and “What is the date today?” Developed through tomorrow’s weather/date, yesterday’s weather/date. Further developed by combining months, seasons & weather – locally and in other places nationally and internationally. Express opinions about favourite season or weather, then develop further by expressing an opinion supported by a reason. Extend the application of this vocabulary into the concept of climate change. Reinforce through topical news around extreme weather events locally, nationally or internationally.
- **Classroom objects.** Practised and developed through classroom instructions and the different materials required for different lessons/activities, rather than as an end in themselves.
- **Clothes.** Practised and developed through classroom/gym hall/playground instructions such as *coats on, jumpers off, change your shoes, take off your boots, whose coat is this?* Practised in different seasons. Comparing and contrasting clothing in different countries/among different cultures and/or for particular celebrations/festivals, at particular historical periods or for particular jobs. Extended through scientific investigation into the properties of fabrics and materials with description and including simple comparatives.
- **Colours.** Practised and developed through organising school lunches (red tray etc.), preparing equipment for art, sport and mathematics activities. Sharing opinions about colours such as favourite and least favourite colours. Further developed through art & design, for example through colour mixing, using simple comparatives used in work on tints and shades. Science contexts such as light, refraction, prisms and the rainbow. Colour vocabulary used as adjectives to describe nouns.
- **Food and drink.** Practised and developed through naming snacks and play pieces, ordering school lunches and talking about contents of packed lunches. Expressing opinions and preferences for foods, later expressing an opinion supported by a reason. Responding in the target language at food tastings, taking opportunities to create food and drinks. Extended through opportunities to learn about food in different scientific/historical/cultural contexts.
- **Greetings.** To be practised and developed through being greeted by staff in the target language, responding to greetings from staff, peers and others, initiating greetings to familiar people such as classmates, teachers, family, support staff - and unfamiliar people such as visitors to the school or people encountered on educational visits.
- **Mathematics and numeracy.** Mathematical concepts appropriate to age and stage such as identifying and naming shapes in the environment, in the abstract and in mathematics or problem-solving contexts. Data handling skills such as collecting, displaying and interpreting information. Using adjectives and simple comparatives in practical measuring activities.

- **Number and time.** Regular practise through daily routine activities, organising school lunches, lining up, getting into pairs and groups ready for an activity; mental maths and concepts of time appropriate to age and stage.
- **Personal Information.** Answering personal questions in first person. Asking and answering personal questions. Asking, answering and understanding others' responses to personal questions. Using second or third person, singular or plural as appropriate when talking or writing about the personal information of other people. Also developed through personal questions with visitors to school as well as through real and imaginary/historical/cultural learning contexts.
- **Praise.** Introduced and practised through daily classroom routines. Good sportsmanship developed through cheering on teams and competitors in games, matches and competitions. Extended through self- and peer-evaluation of learning.
- **Sports & leisure.** Introducing vocabulary as it comes up naturally in the course of lessons/experiences across the curriculum. Understanding and sharing personal experience of, and preferences about, sport/leisure activities. Expressing opinions about sports or leisure activities supported by a reason. Developed through work around local/national/international sporting events. Extended through PE, science and health & wellbeing contexts, combining language about the human body and food.