Planning around Experiences and Outcomes

Project Listening materials

| **Listening for information** | 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. **MLAN 4-01a** |

Project Reading materials

| **Reading to appreciate other cultures** | I work on my own and with others to read and research texts in the language I am learning. I can demonstrate my understanding of different cultures and my appreciation of different ways of looking at the world in countries where the language I am learning is spoken. **MLAN 4-09a** |

| **Using knowledge about language** | I can use my knowledge about language and other strategies to help me to understand and analyse more detailed texts, containing some unfamiliar language and more complex structures. **MLAN 4-11a** |

Expectations at Level 4

Use the tables below to help you think about the content of your reading and listening. You could print these off and write examples from your text in the boxes on the right hand side to demonstrate

that you have met with the criteria for level 4 reading or listening. For the moderation of the activities at our next meeting I will bring blank templates of this grid which will allow us to moderate as a group the resources you have developed.
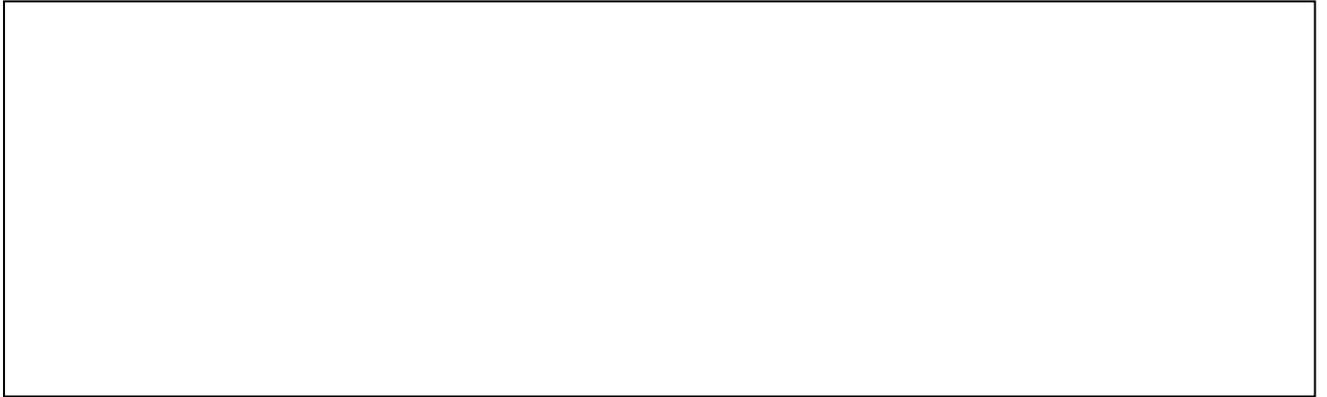
Reading (Level 4)

Language and grammar content

Benchmark	Evidence
Does the reading include the use of unfamiliar vocabulary where learners could use either the context, a knowledge of their own language (cognates) or a bilingual dictionary to work out the meaning?	
Would learners be able to apply their knowledge of grammatical structures and connections between words to support their understanding? *	
Are there more detailed and complex structures included?	
Is there use of more than one tense?**	
How does the learner demonstrate their understanding of the text? Noting down main points in English/comprehension questions? Do you use key words in your questions which allow learners to apply the reading skills they have been taught to locate answers? (N.B. Think about differentiation – support and challenge)	

* When you are thinking about expectations for learners at level 3 or level 4, a good resource to use is the grammar grid produced by SQA which breaks it down into the various parts of speech. When you are *writing* for level 4 think about *striking a balance* between National 4 and National 5 level. The hyperlink below will take you to the grammar grid which is on pages 19-22 of Higher course documents however you will find them under the other NQs too (Grammar Grid Pages 19-22).

** Think about this as a *'where appropriate'*; the benchmarks mentions a variety but this would only be if it fitted in naturally to the context of the passage. So if it doesn't have a variety it doesn't mean that it isn't a level 4 as evidence for achievement of a level in any skill area is gathered across a range of activities/assessments.

(**N.B**. It is useful to remember that a reading text can be used for more than one level, as the level can also be determined by what you ask your learners to do with the text which provides a natural opportunity to build in that differentiation.)

Suggested changes:

Listening (Level 4)

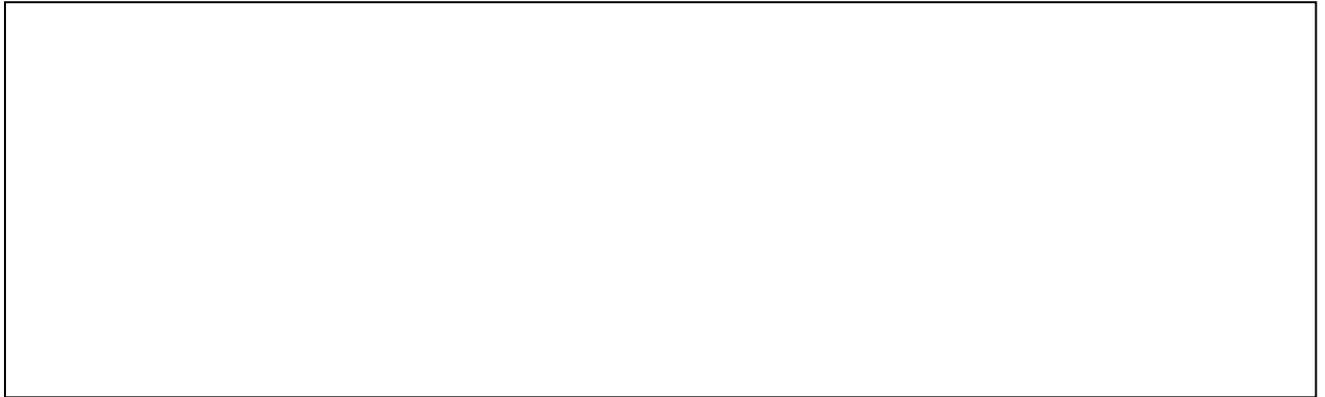**Language and grammar content**

Benchmark	Evidence
Is there use of less predictable language?	
Do the questions help learners to predict in advance some of the content?*	
Would learners be able to apply their knowledge of grammatical structures and connections between words to support their understanding?	
Are there more detailed and complex structures included?	
Is there use of more than one tense? (See previous note** on use of tenses)	

* When you are creating new listening material, you need to think about how you develop learners' listening skills. What is it you do to support learners in improving these skills? Think about it in three stages.

1. Before

2. During

3. After

N.B. I have lifted benchmarks from reading to support writing process for listening. Remember that grammar and language content in listening will be in a slightly more diluted form to the reading.

Suggested Changes: