

## Planning around Experiences and Outcomes

### Project Listening materials

#### **Listening for information**

I can listen to and show understanding of mainly familiar language and instructions from a variety of sources, where the sentences are longer and where there may be more than one speaker.

**MLAN 3-01a**

### Project Reading materials

#### **Reading to appreciate other cultures**

I work on my own and with others to read and explore texts in the language I am learning. I can demonstrate my knowledge about life and culture in some of the countries where the language I am learning is spoken.

**MLAN 3-09a**

#### **Using knowledge about language**

I can use a bilingual dictionary independently to help me understand new language.

**MLAN 3-11a**

I can recognise features of words in the language I am learning and use them to make sense of vocabulary and of the connections between words.

**MLAN 3-11b**

### Expectations at Level 3

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 3 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 3)

#### Language and grammar content

Benchmark	Evidence
Would the text allow learners to apply a range of reading skills and strategies to locate answers? e.g. skimming/scanning/finding key words (This might include more extended reading passages and stories)	
Would learners be able to use knowledge of context, cognates and grammatical structures to support their understanding? *	
Could they identify parts of speech such as nouns/pronouns/adjectives/adverbs and verbs and apply this knowledge to support their understanding?	
Would they be able to identify connections between words to help work out the meaning of new words?	
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? Would they be explaining the main points and provide supporting detail?  ( <b>N.B.</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 3)

#### Language and grammar content

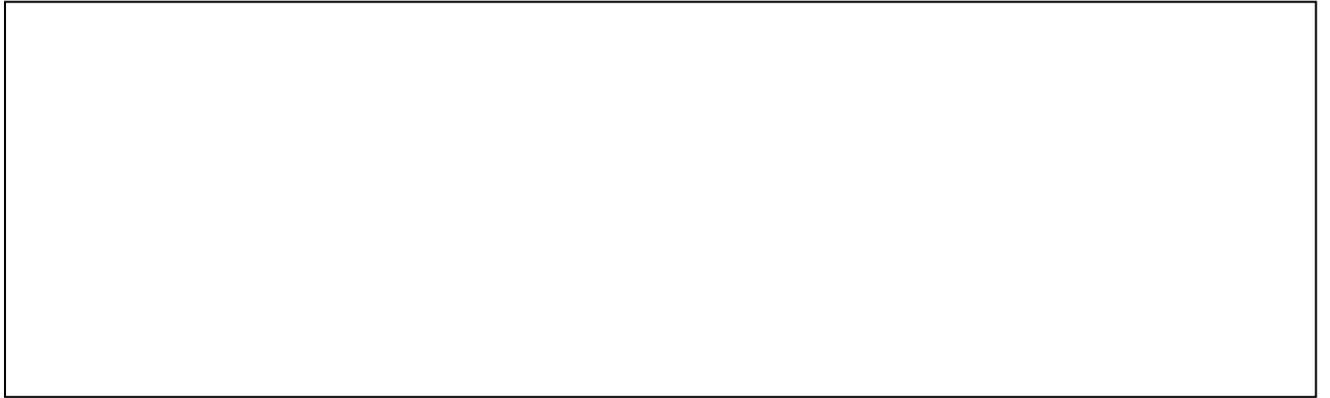
Benchmark	Evidence
Do the questions help learners to predict in advance some of the content?*	
Would they be able to demonstrate their understanding of spoken information expressed in mainly familiar words and phrases?	
Could they use contextual clues to interpret the meaning of unfamiliar vocabulary and expressions?	
Does the listening allow them to hear from a variety of speakers/sources?	

\* 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:

A large, empty rectangular box with a thin black border, intended for entering suggested changes. It occupies the upper portion of the page below the 'Suggested Changes:' label.