

Curriculum Improvement Cycle

Languages

LANGS Update

5 June 2026



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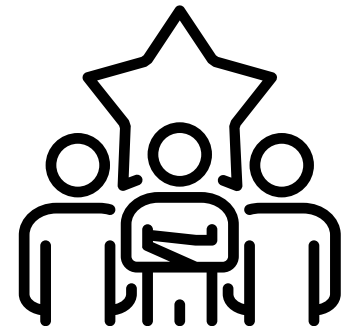
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Overview: Curriculum Improvement Cycle



Scotland's Curriculum Framework
curriculum improvement cycle



The bottom right corner features a white box containing the logo for Scotland's Curriculum Framework, which includes a stylized map of Scotland. Below the logo is the text "Scotland's Curriculum Framework" and "curriculum improvement cycle". At the bottom of the box are five icons: a red starburst, a blue thumbs up, a purple heart with a globe, and two green hands holding a heart.



Scotland's Curriculum Framework
curriculum improvement cycle



1

Review evidence and feedback on how the curriculum is working in practice for children and young people from a wide range of relevant sources to identify areas for closer focus.



analysing

2

Use the findings from analysis to plan changes needed.
Work with co-design partners to develop and test relevant workstreams.



engaging and co-creating

4

Monitor and evaluate impact and effect of changes as they are being made.
Gather feedback in order to support improvement as part of the ongoing cycle.



mobilising, monitoring and evaluating

3

Work with co-design partners to build capacity and develop professional learning at different levels of the system from place-based to national.

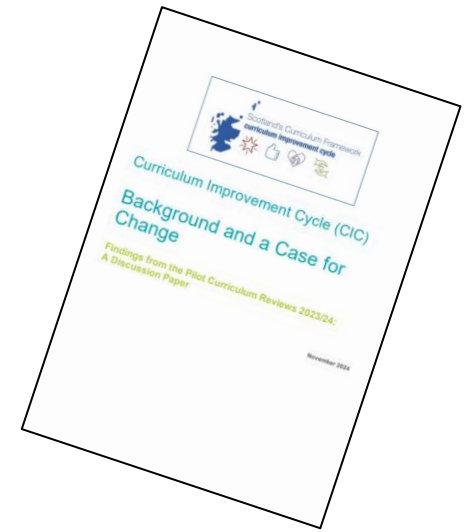


sharing, learning and adopting

Holistic review of Scotland's Curriculum once every 10 years - e.g. a National Discussion type exercise



Messages from the pilots 2023/24



Autonomy

Prescription



**Clarity with
autonomy**

MEMBERSHIP OF CIC LANGUAGES GROUPS

1. Collaboration Group

Network of around 120 practitioners from every local authority in Scotland who represent different sectors and contexts across the system.



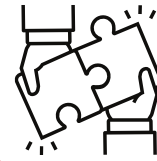
2. Core Group

Smaller team of around 40 practitioners from across primary, secondary, higher education, ITE, LANGS, SCILT and Qualifications Scotland.



3. Critical Friends

The team (around 20) should conduct a proof of concept, testing the new system.



4. Steering Group

The Steering Group (around 12) brings together senior leaders and representatives from across the system to provide strategic leadership.





Engagement: May to March (collab, core, critical friends, steering)

Collab group (in person)
30 May

Core group (in person)
16-19 June

Collab group (online)
1 Sep

Steering group (in person)
5 Sep

Core group (in person)
18-19 Sep

Collab group (online)
3 Nov

Steering group (online)
10 Nov

Critical friends (online)
12 Nov

Core group (in person)
17-18 Nov

Critical friends (online)
8 Dec

Collab group (in person)
12 Dec

Core group (in person)
29-30 January

Critical friends (online)
11 Feb

Steering group (online)
12 Feb

Collab group (online)
25 Feb

Core group (in person)
9-10 March

Collab group (in person)
20 March

Critical friends (online)
25 March

Core group (in person)
28-29 March

Core group (in person)
27-28 April

Critical friends (online)
7 May

Steering group (online)
14 May

Core group (in person)
19-20 May

Collab group (in person)
28 May

Success Criteria for the Technical Framework

A high-quality framework that supports children, young people and practitioners across Scotland



Alignment and purpose

Aligns with Scotland's values and ambitions, including UNCRC, and builds on the strengths of CfE.



Clarity and coherence

Clear, consistent and well-structured, with precise language and no internal contradictions.



Progression

Provides a clear progression of knowledge, skills and understanding within the framework itself.



Usability in practice

Supports teaching, learning, assessment and reporting without the need for further interpretation.



Curriculum design quality

Streamlined and focused, enabling meaningful learning, engagement and progress for all learners.



Equity and impact

Supports inclusive practice and contributes to addressing the attainment gap.



Coherence

Coherent with wider Scottish education policy and partners (e.g. Qualifications Scotland, SDS, Scottish Government) and informed by research.



Flexibility and sustainability

Adaptable over time, supports future development, and maintains coherence across the 3-18 continuum, including early level.



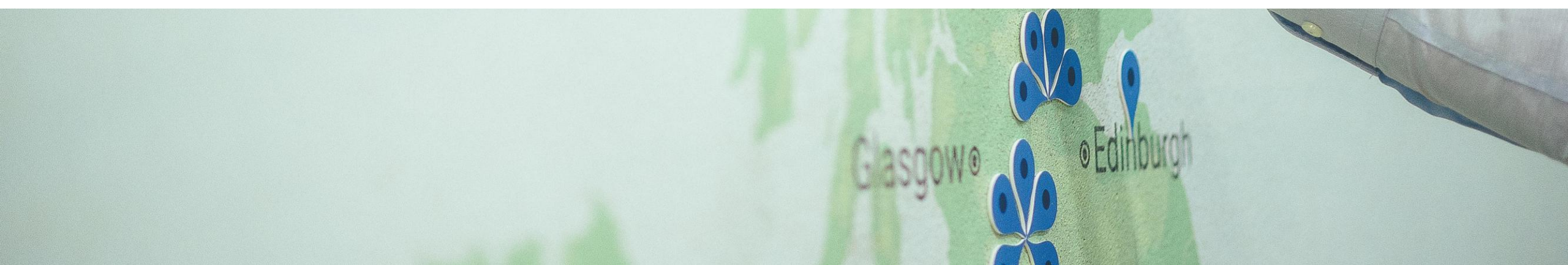
Ongoing quality assurance

- There will be an editorial process to review the technical framework outputs against these success criteria and suggest tweaks to improve coherence and consistency ahead of publication.
- The edit process will not include changing the core content co-created by the Core and Collaboration groups.



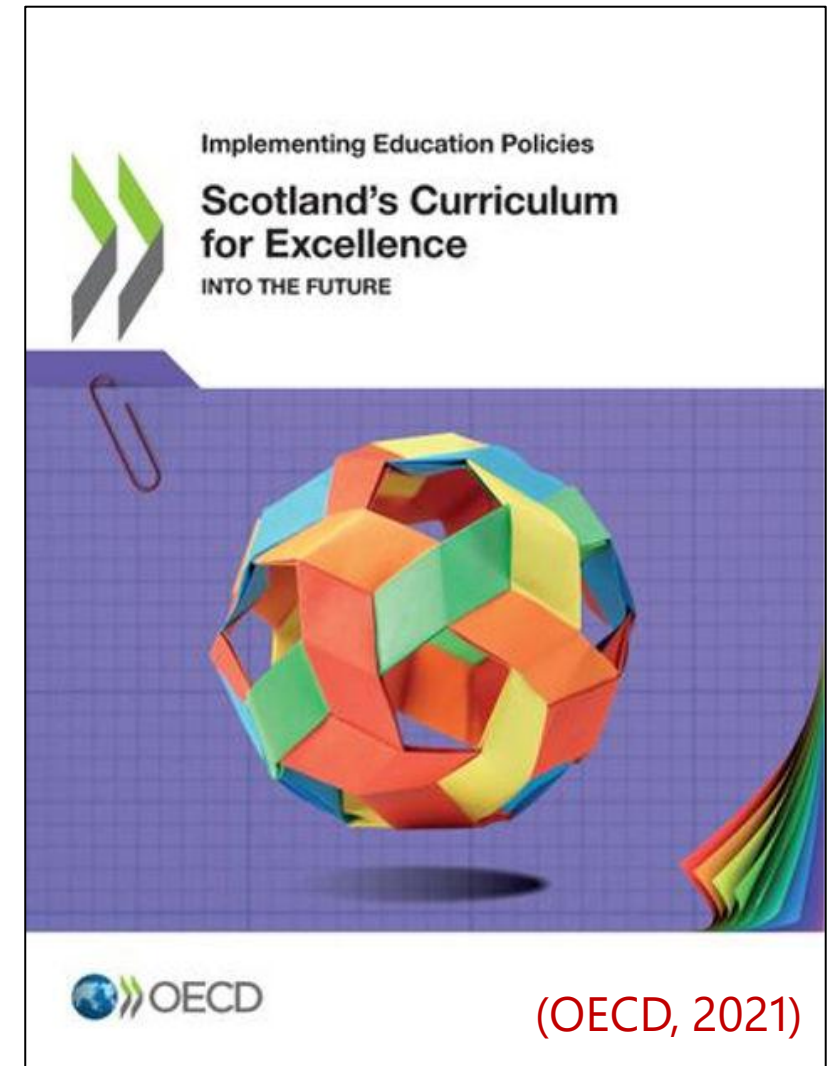


The Evolving Technical Framework What's happening?



There is, therefore, a need for processes to select, update, prioritise and combine learning aims and contents that give coherence and consistency to student learning trajectories.

To provide more detail without drifting towards strict specification in learning areas, it may be a **helpful first step to formulate big ideas, as a growing number of education systems have been developing.** Systems such as British Columbia (Canada), Korea, Norway and Singapore have been selecting **broad overarching themes** that relate to a number of subjects within curriculum areas of learning.



Purposes of Scotland's Big Ideas:

Support decluttering

Establish important understanding (and what's not important)

Primary focus of regular cycle of review

Identify the overarching concepts that form the spine of the framework

As such the Big Ideas will not feature much in planning

But concepts/strands will be central

The Big Ideas in the Languages curriculum

Communicating and understanding in different languages



Understanding people, places and cultures



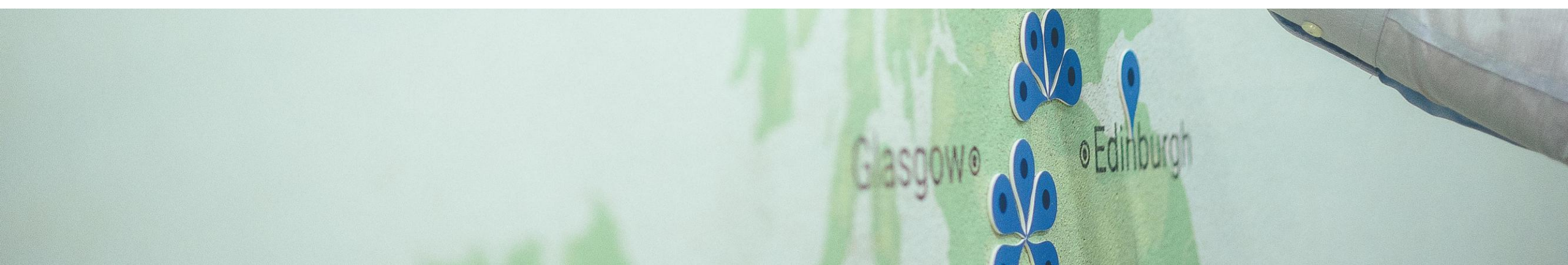
Thinking like a linguist





The Evolving Technical Framework

What's new?





'Curriculum statements need to make clear what children should **know** factually, **understand** conceptually and be able to **do** in different disciplines'

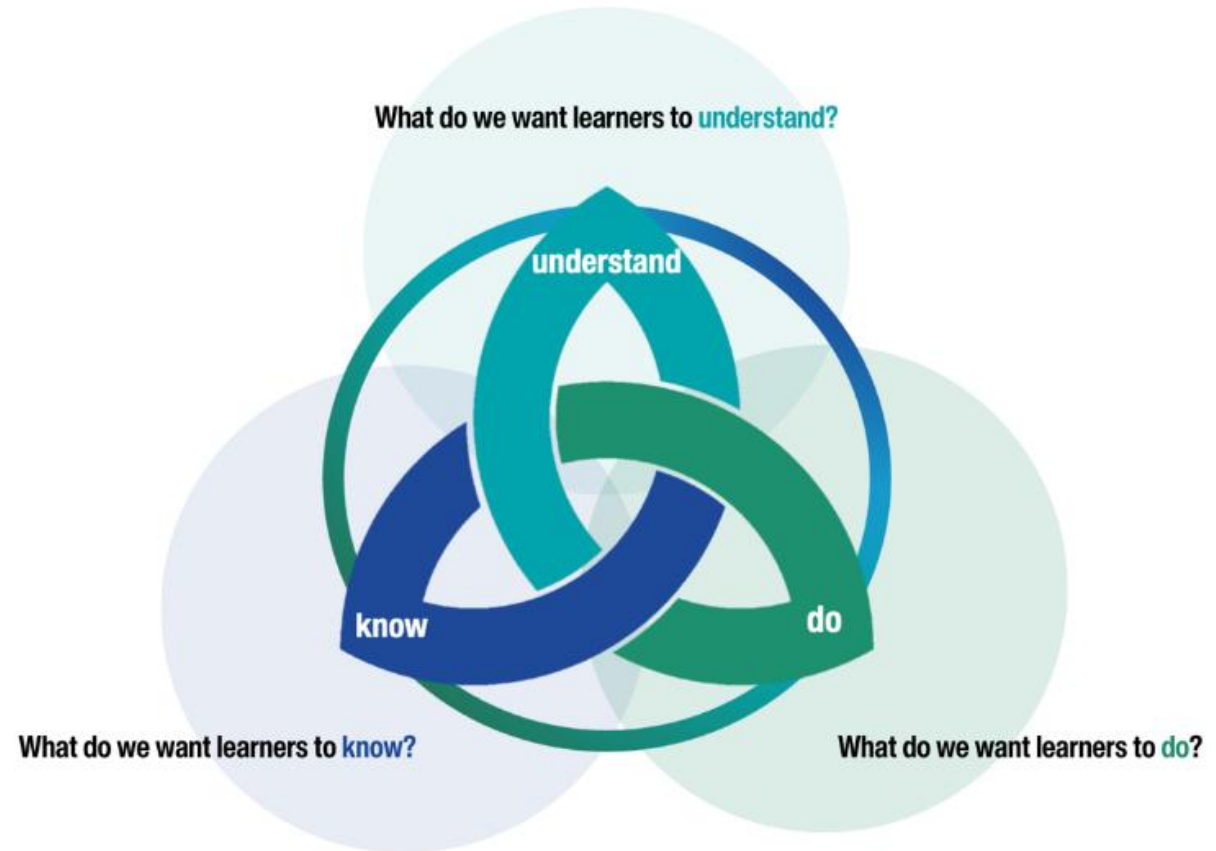
(Erickson, 2012)

The curriculum will show clearly what learners should **understand**, **know** and be able to **do** across a coherent 3–18 curriculum.

Big Ideas give purpose, **understandings**, **knowledge** and **skills** work together as the core learning architecture.

Strands are vertical organisers to support progression.

Evolved Model



Alignment of the Technical Framework

Cohesion, decluttering and accessibility

- Ensures a cohesive style
- Decluttering within and across curricular areas
- Does not change content
- Supports planning and transitions

Big Idea

Strands

**Know-Do-Understand
(supported by
elaborations)**

Technical Framework – aligned style

- Expression

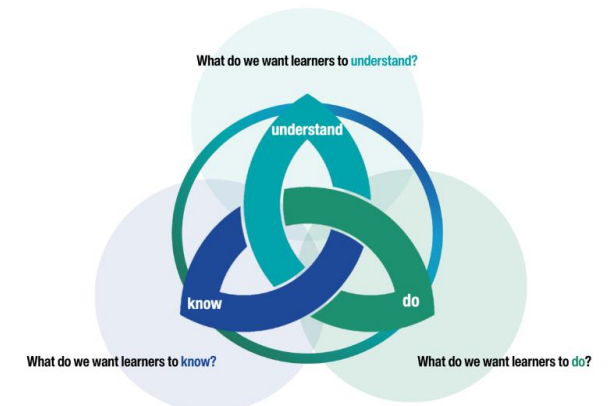
‘Familiar language patterns can be adapted to communicate new ideas in familiar contexts.’

becomes

‘People adapt familiar language patterns to communicate new ideas in familiar contexts.’

- Elaborations

- Breadth of experience/ process strands



The Big Ideas in Languages



Communicating and Understanding in Different Languages



STRANDS

- Understanding Language
- Using Language
- Language for Interaction



Understanding People, Places and Cultures



STRANDS

- Identity and Belonging
- Perspectives and Worldviews
- Cultures and Traditions



Thinking like a Linguist



STRANDS

- Pattern and Structure
- Pronunciation and Writing Systems
- Language Learning Strategies



Exploring the Latin Language



STRANDS

- Understanding Latin Structure and Meaning
- Making Sense Through Translating
- Connecting Latin to Other Languages



Reading Roman Voices



STRANDS

- Understanding Latin Stories and Information
- Noticing Interesting Use of Language
- Exploring Different Characters, Viewpoints and Ideas
- Sharing Opinions and Showing Understanding of What We Read



Discovering the Roman World



STRANDS

- Exploring Everyday Life in the Roman World through Texts
- Investigating Beliefs, Traditions and Cultural Practices through Texts

Strands

May 2026

| STRAND | DESCRIPTOR |
|--------------------------|--|
| Understanding Language | <i>Understanding Language</i> is how meaning in the target language is interpreted. It helps learners to develop their comprehension of the target language through a range of texts. Using context, prior knowledge and text features, learners work out meaning and demonstrate their understanding. Learners develop strategies over time that support understanding of increasingly complex and complete texts. |
| Using Language | <i>Using Language</i> is about using language to express ideas, feelings, opinions and information. It helps learners to use language to communicate with others. Learners use language to express their views and opinions, to negotiate and to persuade. They use language to describe, to explain, to compare and contrast, to summarise and to evaluate. They use language to create and to respond to texts. They use language to negotiate and to persuade. They use language to describe, to explain, to compare and contrast, to summarise and to evaluate. They use language to create and to respond to texts. |
| Language for Interaction | <i>Language for Interaction</i> is about using language to interact with others. It helps learners to use language to interact with others. Learners use language to interact with others. They use language to interact with others. They use language to interact with others. They use language to interact with others. |

| STRAND | DESCRIPTOR |
|-----------------------------|--|
| Identity and Belonging | <i>Identity and Belonging</i> is about who people are and how they experience inclusion. It helps learners understand how language shapes identity and how they connect with others. Learners explore how language expresses identity, builds relationships and reflects multiple perspectives. They explore how language expresses identity, builds relationships and reflects multiple perspectives. |
| Perspectives and Worldviews | <i>Perspectives and Worldviews</i> is about understanding the perspectives and experiences of others. It helps learners understand the perspectives and experiences of others. Learners understand the perspectives and experiences of others. They understand the perspectives and experiences of others. |
| Cultures and Traditions | <i>Cultures and Traditions</i> is about understanding the cultures and traditions of others. It helps learners understand the cultures and traditions of others. Learners understand the cultures and traditions of others. They understand the cultures and traditions of others. |

| STRAND | DESCRIPTOR |
|-----------------------------------|---|
| Pattern and Structure | <i>Pattern and Structure</i> is about understanding how languages are organised to create meaning. By exploring and comparing language systems, learners recognise how grammar and structure shape understanding. They learn how clear organisation supports communication and how familiar patterns can be adapted and applied flexibly in new or unfamiliar contexts. |
| Pronunciation and Writing Systems | <i>Pronunciation and Writing Systems</i> is about building understanding of how language is physically and visually represented through sound, visual and written form. By recognising patterns across these systems, learners develop the ability to interpret and produce language with clarity. This supports accurate communication in both familiar and unfamiliar contexts. |
| Language Learning Strategies | <i>Language Learning Strategies</i> is about developing a range of techniques to build understanding when learning new languages. By selecting, adapting and combining approaches, learners make sense of new language, cope with uncertainty and test ideas. They draw on prior knowledge, use tools and metalanguage, and reflect on progress to become more independent and effective language learners. |

Purposes of the strands (DRAFT)

May 2026

MEANING



Understanding
Language

How language
is interpreted



Using
Language

How meaning is
expressed



Language for
Interaction

How meaning is
constructed
with others

PEOPLE AND CULTURE



Identity and
Belonging

Who people are
how they
experience
inclusion



Perspectives
and Worldviews

How people see
and interpret
the world



Cultures and
Traditions

How cultures
are lived,
expressed and
changed

FORM AND SYSTEM



Pattern and
Structure

How language
is organised
grammatically



Pronunciation
and Writing
Systems

How language is
physically and
visually
represented



Language
Learning
Strategies

How understanding
of languages is
developed and
refined



The strands work together to support learners to **understand**, **use** and **reflect** on language in real-life and meaningful contexts.

Layering conceptual knowledge and skills

The Languages concepts/strands are designed to span all levels and languages and provide clarity about what learners should **conceptually understand at each stage of their learning.**

Understanding Language

Language can communicate information, opinions, attitudes, and viewpoints.

Texts have meaning which is supported and shaped by a combination of words, structures, sounds, images, tone, and non-verbal features such as gesture and facial expression.

Topic, situation, audience, purpose, and culture influence how language is understood.

Prior knowledge and context can be used to understand texts with unfamiliar language.

Meaning can be explicit or implicit, and readers and listeners may need to infer ideas.

DRAFT



| Communicating and Understanding in Different Languages | |
|--|---|
| Concept: Understanding Language | |
| Conceptual Knowledge | |
| Early | <p>Language can share simple messages through words, sounds, pictures and actions.</p> <p>Meaning can be understood without knowing every word.</p> <p>Facial expression, gesture and tone help to show meaning.</p> <p><i>Language enables people to communicate simple messages through words, sounds, images and actions. Understanding does not depend on knowing every word, as meaning can often be inferred from context. Facial expression, gesture and tone of voice all contribute to how messages are interpreted and understood.</i></p> |
| First | <p>Understanding involves selecting meaning from language using clues and patterns.</p> <p>Meaning in language comes from words, sounds and simple patterns working together.</p> <p>Visual clues, context and prior knowledge help people understand what they hear or read.</p> <p>The same message can be expressed in different ways.</p> <p><i>Understanding language involves actively determining meaning by using clues and recognising patterns. Meaning is created through the way language structures work together. Visual cues, context and prior knowledge support comprehension of what is communicated. The same message can be communicated in different ways.</i></p> |
| Second | <p>Meaning is constructed through vocabulary, structure and context working together.</p> <p>Meaning is built from vocabulary and simple sentence structure.</p> <p>Word order and grammatical markers affect meaning.</p> |
| | <p>Context and topic help readers and listeners understand unfamiliar language.</p> <p>Texts may include both information and simple opinions.</p> <p><i>Meaning is constructed through vocabulary, structure and context working together. It is built from words and simple sentence patterns, where word order and basic grammatical markers shape how a message is understood. Context and topic provide important support, helping readers and listeners make sense of unfamiliar language. Texts can convey both information and simple opinions, and recognising this supports fuller comprehension.</i></p> |
| Third | <p>Meaning is constructed through relationships within sentences, not individual words alone.</p> <p>Time reference, conjunctions and pronouns shape how ideas are understood.</p> <p>Texts reflect viewpoint and purpose.</p> <p>Understanding requires interpreting how ideas connect across sentences.</p> <p><i>Meaning is constructed through the relationships between words and phrases within and across sentences. Time reference, conjunctions and pronouns shape how ideas are sequenced and understood. Texts reflect a particular viewpoint and purpose, and effective understanding involves interpreting how ideas connect and develop across sentences.</i></p> |
| Fourth | <p>Meaning comes from the interaction of vocabulary, structure and viewpoint within context.</p> <p>Texts are organised to develop ideas and express perspective.</p> <p>Audience and purpose influence how language is shaped and interpreted.</p> <p>Meaning may be implicit as well as explicit.</p> <p><i>Meaning comes from the interaction of vocabulary, grammar and context. Texts are organised to develop ideas and express perspective, with language shaped by audience and purpose. Understanding involves recognising not only what is stated explicitly, but also what is implied.</i></p> |

Communicating and understanding in different languages

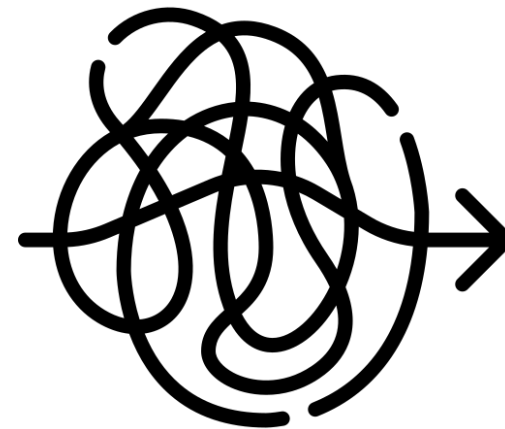
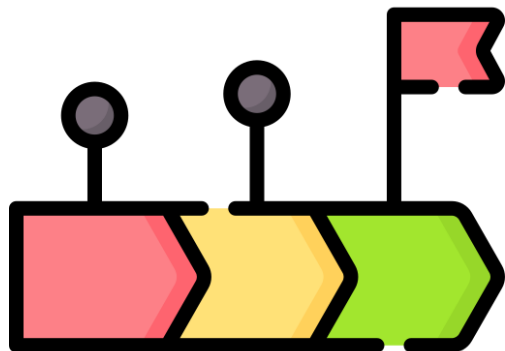
Know/Do (layer 3)

Understanding Language

| Level | KNOW | DO |
|--------------|--|---|
| | Learners know: | Learners are able to: |
| Early | <ul style="list-style-type: none"> Words carry meaning. Listening helps understanding. Tone and gesture support meaning. <p><i>Learners know that words carry meaning and are used to communicate messages. They know that listening carefully supports understanding, as meaning is conveyed through what is heard as well as what is seen. They also know that tone of voice and gesture contribute to meaning and help clarify how a message should be interpreted.</i></p> | <ul style="list-style-type: none"> Respond physically to familiar words and phrases. Follow simple instructions with support. Recognise greetings. Match spoken words to pictures. Identify repeated words in songs and stories. |
| First | <ul style="list-style-type: none"> Some words carry key meaning. Listening and reading for the main idea is different from translating. Context supports understanding. Intonation can signal a question. <p><i>Learners know that some words in a sentence carry the key meaning and help them understand the main message. They know that listening and reading for gist is different from translating every word, and that the goal is to identify the main idea rather than produce a word-for-word version. They know that context supports understanding, helping them make sense of unfamiliar language. They also know that intonation can signal meaning, for example showing that something is a question.</i></p> | <ul style="list-style-type: none"> Understand familiar words and simple phrases in clear speech. Follow basic classroom instructions. Identify the main idea in a short spoken or written text. Pick out specific details such as names, numbers or colours. Use pictures and context to help understanding. |

| | | |
|---------------|--|---|
| Second | <ul style="list-style-type: none"> Key words signal main meaning. Context and visuals support inference. Word order supports understanding. Time markers influence meaning. <p><i>Learners know that key words signal the main meaning of a sentence or text. They know that context and visual clues support inference, helping them work out unfamiliar language. They know that word order contributes to meaning and helps them interpret who is doing what. They also know that time markers influence meaning by signalling when something happens.</i></p> | <ul style="list-style-type: none"> Understand short spoken and written texts on familiar topics with basic language. Identify the main idea and key details. Follow short sequences of instructions. Recognise basic time reference (today, yesterday, tomorrow). |
| Third | <ul style="list-style-type: none"> Tense signals time. Connectives shape relationships between ideas. Context and structure support inference. Word order affects meaning. <p><i>Learners know that tense signals time and helps to show when events take place. They know that conjunctions shape the relationships between ideas, indicating sequence, cause or contrast. They understand that context and overall structure support inference, allowing them to interpret meaning beyond individual words. They also know that word order affects meaning and can change how a message is understood.</i></p> | <ul style="list-style-type: none"> Understand spoken and written on familiar topics with simple language. Identify main ideas and supporting details. Recognise basic past and future reference. Work out meaning of unfamiliar vocabulary from context. Follow short narratives on familiar topics. |
| Fourth | <ul style="list-style-type: none"> Tense signals temporal perspective. Conjunctives signal logical relationships. Lexical and structural patterns support inference. Viewpoint can be expressed through language choices. | <ul style="list-style-type: none"> Understand short connected spoken and written texts on familiar and some less familiar topics. Identify main ideas, supporting detail and simple opinions. |
| | <p><i>Learners know that tense signals temporal perspective and shapes how events are positioned in time. They know that conjunctives signal logical relationships between ideas, such as cause, contrast or consequence. They understand that lexical and structural patterns support inference, helping them interpret meaning across a text. They also know that viewpoint can be expressed through language choices, and that the way something is phrased can reveal perspective.</i></p> | <ul style="list-style-type: none"> Recognise present, past and near future reference. Infer meaning from context and structural cues. Follow short narratives and simple arguments. |

Progression in Languages

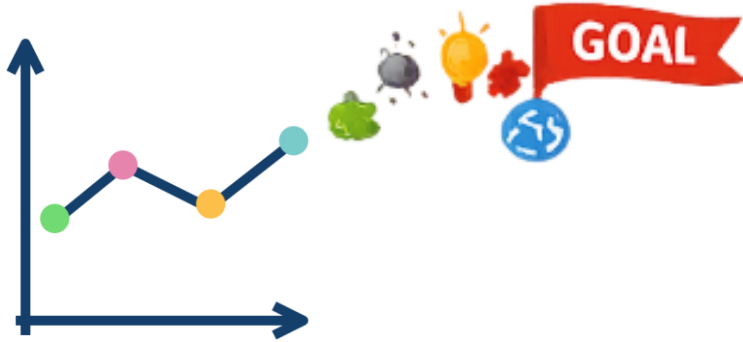


Language Progression

Progress looks different in different curricular areas



In most curricular areas



Linear progression through new content.



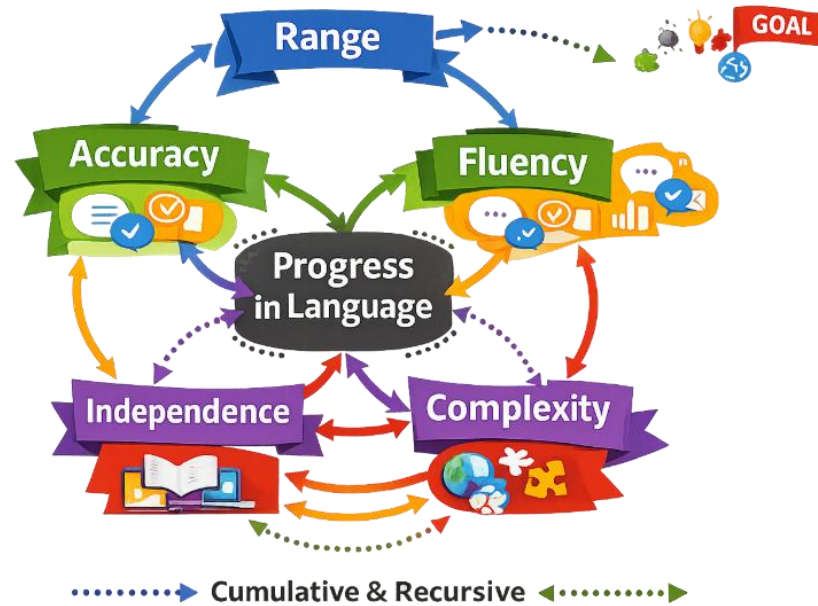
Focus on knowledge, understanding and analysis.



Knowledge can be shown without real-time use.



Languages



Cumulative, recursive and cyclical. Learners revisit and build on language.



Progress is in control: range, accuracy, fluency, independence and complexity.



Receptive skills develop ahead of productive skills.



Patterns and structures underpin learning.



Practice leads to automatization.



Skills develop in an integrated way.



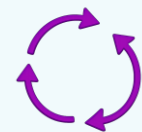
Progress is non-linear and uneven



Progress in languages is about increasing control and automatic use, **not just knowing more.**



Builds over time



Revisited and built on



Becomes more automatic



Leads to confident use

Language progression

Language Progression

Descriptor – DRAFT

In languages, progression reflects how learners' ability to understand and use language develops over time across the full breadth of learning.

Progression in language development is characterised by increasing length and coherence of responses, a gradual reduction in support, and greater spontaneity in communication. As learners progress through the levels, they draw on an increasingly wide range of vocabulary and language structures to express and develop ideas, applying familiar language in new and less predictable contexts.

Judgements about progression consider the totality of the curriculum and are informed by evidence gathered over time from a range of learning experiences and assessment approaches, rather than from single tasks or one-off performances.

| | |
|---|---|
| Basic language 2nd | <p>Receptive Learners understand short, patterned sentences in highly familiar contexts. Vocabulary is very common and frequently repeated. Meaning is supported by gesture, visuals, intonation and modelling. Texts usually contain single ideas expressed in predictable forms.</p> <p>Productive Learners produce short, memorised or patterned sentences in familiar contexts. Language expresses one idea at a time. Communication relies on repetition and fixed frames with little variation.</p> |
| Simple language 3rd | <p>Receptive Learners understand short texts made up mainly of simple main clauses. Meaning is clear and explicit. Familiar vocabulary is repeated across sentences. Basic conjunctions such as and, but and because link ideas. Word order remains predictable.</p> <p>Productive Learners produce simple main clauses to communicate clear meaning. Ideas are added by sequencing sentences rather than reshaping structure. Familiar vocabulary and basic conjunctions are used with developing control.</p> |
| Straightforward language 4th | <p>Receptive Learners understand connected texts in familiar contexts that include a wider range of common vocabulary and sentence patterns. Opinions and reasons are expressed through familiar frames. Sentences vary in length but follow recognisable patterns.</p> <p>Productive Learners produce connected sentences to express opinions and give reasons using familiar structures. Sentence length and detail vary. Language remains largely formulaic but shows increasing flexibility.</p> |
| Detailed language 5th | <p>Receptive Learners understand texts where ideas are developed and justified across several sentences. Subordination is used to add detail. A range of tenses, mainly present and past, describe experiences and explain situations.</p> <p>Productive Learners produce connected language that explains and justifies ideas. Subordinate clauses are used to add detail. Present and past tenses are used with growing consistency to describe events and give reasons.</p> |

| | |
|---|---|
| Detailed and complex language 6th | <p>Receptive Learners understand extended contributions in less predictable contexts. Vocabulary and structures are used flexibly. A range of tenses, including present, past and future, express explanation, change and consequence. Cohesion is maintained through reference and varied conjunctions.</p> <p>Productive Learners produce extended language across paragraphs or sustained turns. Vocabulary and structures are adapted to context. A wider range of tenses is used with control. Cohesion is maintained through varied conjunctions and referencing devices.</p> |
| Complex and sophisticated language 7th | <p>Receptive Learners understand extended discourse where ideas are developed in depth and nuance. A broad range of vocabulary, structures and time frames is managed with control. Mood and modality shape meaning, expressing possibility, uncertainty or hypothesis. Reference and structure maintain coherence across complex texts.</p> <p>Productive Learners produce extended, coherent discourse with depth and nuance. A wide range of vocabulary, structures and tenses is used flexibly and accurately. Mood and modality shape stance and perspective. Ideas are connected and developed with control across sustained texts.</p> |

Education Scotland
Languages
Language Progression
Descriptors – DRAFT

Languages
Example strands
May 2026
DRAFT

Draft examples of KDU for Languages

May 2026

Understanding Language (2nd level)

| Understanding | Know | Do | Elaborations |
|--|---|---|---|
| | <ul style="list-style-type: none"> Time expressions or markers indicate when something happens | | |
| Context, topic and prior knowledge support understanding when language is unfamiliar | <ul style="list-style-type: none"> Context includes visual, cultural and situational information Some languages use characters or symbols to represent meaning In some languages, tone or pitch patterns contribute to meaning | <ul style="list-style-type: none"> Use context and prior knowledge to work out meaning Use familiar cues to interpret unfamiliar language | Context includes visual cues, gesture, facial expression, tone and situation. Prior knowledge of the topic also supports understanding. In some languages, tone, pitch, characters or symbols are part of how meaning is expressed. |
| Texts communicate information, experiences and simple viewpoints | <ul style="list-style-type: none"> Texts include information, experiences or simple viewpoints Different parts of a text present ideas or details | <ul style="list-style-type: none"> Identify the main idea and key details Recognise simple opinions or preferences | Texts organise ideas to communicate meaning. They may inform, describe experiences or express basic viewpoints. Features such as sequencing, linking words or text type help the reader or listener understand the overall message. |

Draft examples of KDU for Languages

May 2026

Using Language (First level)

Using Language

First

Understand:

- People use language to share information and ideas.
- Gesture, tone, visual cues and layout support communication.
- Words, characters and short phrases combine in familiar patterns.
- People reuse familiar language, even if not complete or fully accurate, in predictable situations.

Know:

- Familiar words combine in predictable patterns with tone, gesture and expression to share information about everyday topics.
- Simple sentence patterns or structures can support communication, including expressing feelings and opinions.
- Familiar and repeated language patterns can be adapted.

Do:

- Use familiar words, short phrases and patterns to share information, using gesture or visual support when needed.
- Ask and answer predictable questions in familiar contexts.
- Communicate preferences, likes or dislikes using short, learned patterns.
- Reuse and adapt familiar language patterns in predictable situations.

Elaborations

Grammar progression

Language progression/exemplification

Definitions of terms (e.g. support tools)

Suggested topic development

Suggested activities

Big Idea: Communicating and Understanding in Different Languages

Strand: Language for Interaction

Third Level

| Understanding | Know | Do | Elaborations |
|--|---|---|---|
| People interact to exchange ideas, opinions and information to develop shared meaning. | Interacting involves taking turns using simple language to exchange ideas, opinions and information. | Express opinions and share ideas or information using simple language across short conversations or exchanges. | Shared meaning is understanding developed through interaction. Simple language - see language progression |
| People manage turn-taking and use strategies to maintain shared meaning, even when there are gaps in language. | Turn-taking can involve initiating, responding and extending interaction. Language can be adapted during interaction to respond to others. | Ask for and give information using simple language, adding detail and asking follow-up questions to maintain interaction in familiar contexts. Use simple language to agree, disagree or ask for clarification. Adapt simple, familiar language or use strategies to express ideas differently to maintain interaction. | Strategies are ways to support communication and understanding, such as using gesture, or repeating and rephrasing familiar language. |
| Interaction reflects awareness of audience and context. | Language choice and interaction patterns vary depending on audience and context. | Select and use simple, familiar language appropriately for different situations and interactions. | Audience describes the person or group communication is intended for. Context refers to the setting of language interaction, such as topic or situation. |

DRAFT

Big Idea: Communicating and Understanding in Different Languages
Strand: Language for Interaction

Fourth Level

| Understanding | Know | Do | Elaborations |
|--|---|---|--|
| People interact to exchange ideas, opinions and information in familiar and unfamiliar contexts. | Interacting involves taking turns using straightforward language to exchange ideas, opinions and information, and to negotiate meaning. | Express opinions and reasons using straightforward language across conversations or exchanges. | <p>Straightforward language - see language progression</p> <p>Negotiate describes the reciprocal process of working out meaning in an interaction.</p> |
| People adapt language in response to audience, purpose and context during interaction. | <p>Language can change during interaction to maintain meaning.</p> <p>Different forms of language reflect context and audience.</p> | <p>Respond to others and develop ideas when interacting.</p> <p>Maintain interaction in familiar and some less familiar contexts.</p> <p>Adjust language to suit context, audience and purpose.</p> | Purpose describes the intent and reason for communication. |
| People maintain shared meaning through clarification and expressing ideas in different ways. | Straightforward expressions clarify and improve meaning in interaction. | Express ideas differently to clarify or improve meaning. | |

DRAFT

Elaborations/additional guidance:



Education
Scotland
Foghlam Alba

Grammar progression by language

Language progression and exemplification
(receptive/productive + exemplars + comments)

Definitions/explanations of terms

Approaches to pedagogy

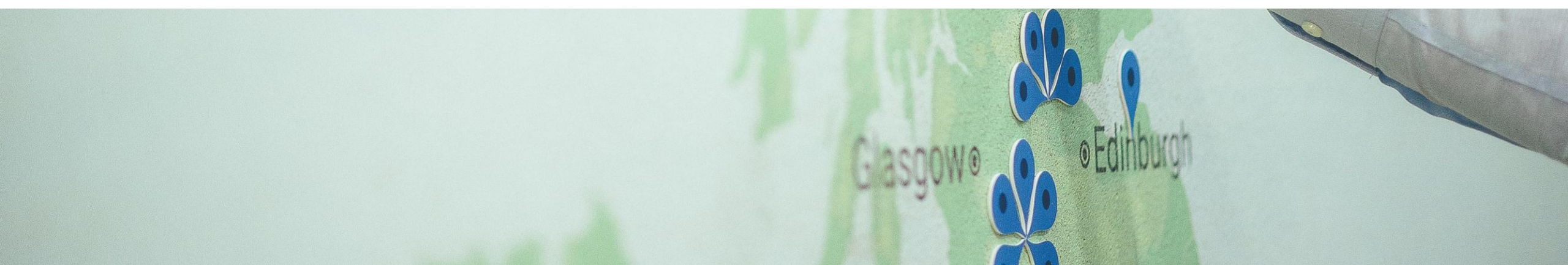
Suggested contexts/topics?

Suggested activities?





The Evolving Technical Framework What's next?



Current work/thinking (May 2026)

- Strands as organisers for the curriculum
- Four skills (RLTW) to assess/evidence progress; not as organisers of curriculum (like in Es and Os)
- Guidance on language progression (receptive vs productive)
- Exemplification of language early-7th level to support professional judgement
- Language-specific productive grammar progression grids to complement curriculum
- Gaelic (Learners) and Latin with separate technical frameworks
- Scots (Learners) & BSL

(Early-2nd level)

More guidance re: contexts for learning / topics / language coverage?

A 'base' level BUT opportunities for greater depth

(3rd-7th level)

More autonomy to reflect subject-specific expertise and different school contexts

Contexts for learning / suggested topic development?



Languages

Languages

(Cantonese, French,
German, Italian,
Mandarin, Spanish, Urdu)

**Gaelic
(Learners)**

**Scots
(Learners)**

Latin

Scottish Languages

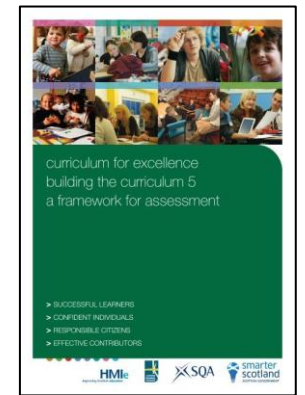
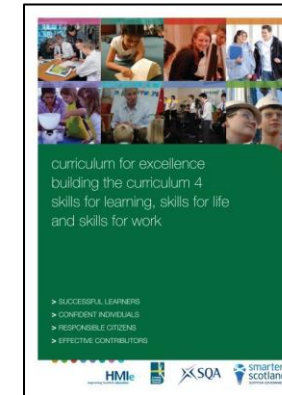
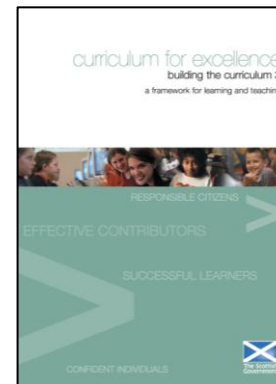
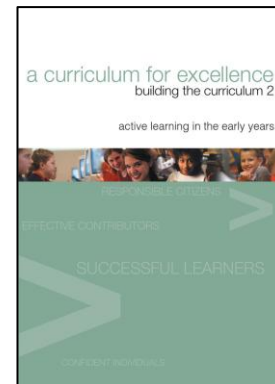
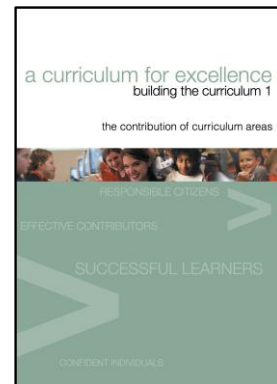
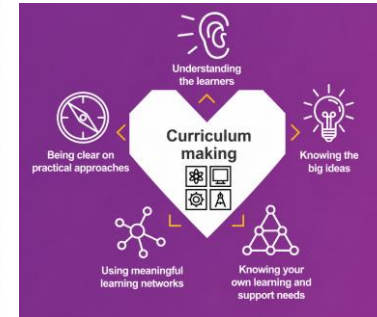
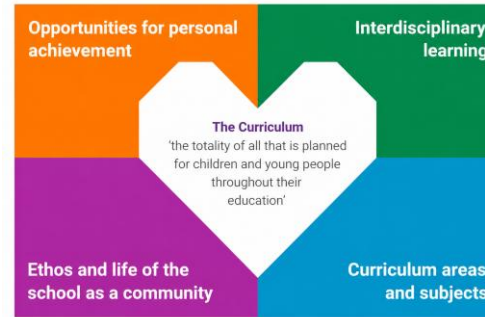
Gaelic (Learners) and Scots (Learners)

What will be available in DRAFT in summer 2026?



Scotland's Curriculum: National Guidance

The refreshed guidance to enable high-quality curriculum design, learning, teaching and assessment for every learner.



The new technical (conceptual) framework

The updated framework that underpins Scotland's curriculum and supports consistent, coherent and high-quality curriculum design.

What do we want learners to **understand**?



What do we want learners to **do**?

What do we want learners to **know**?



Strands and Sub-strands

Organise learning into coherent areas so progression, alignment and reporting are clear across levels.



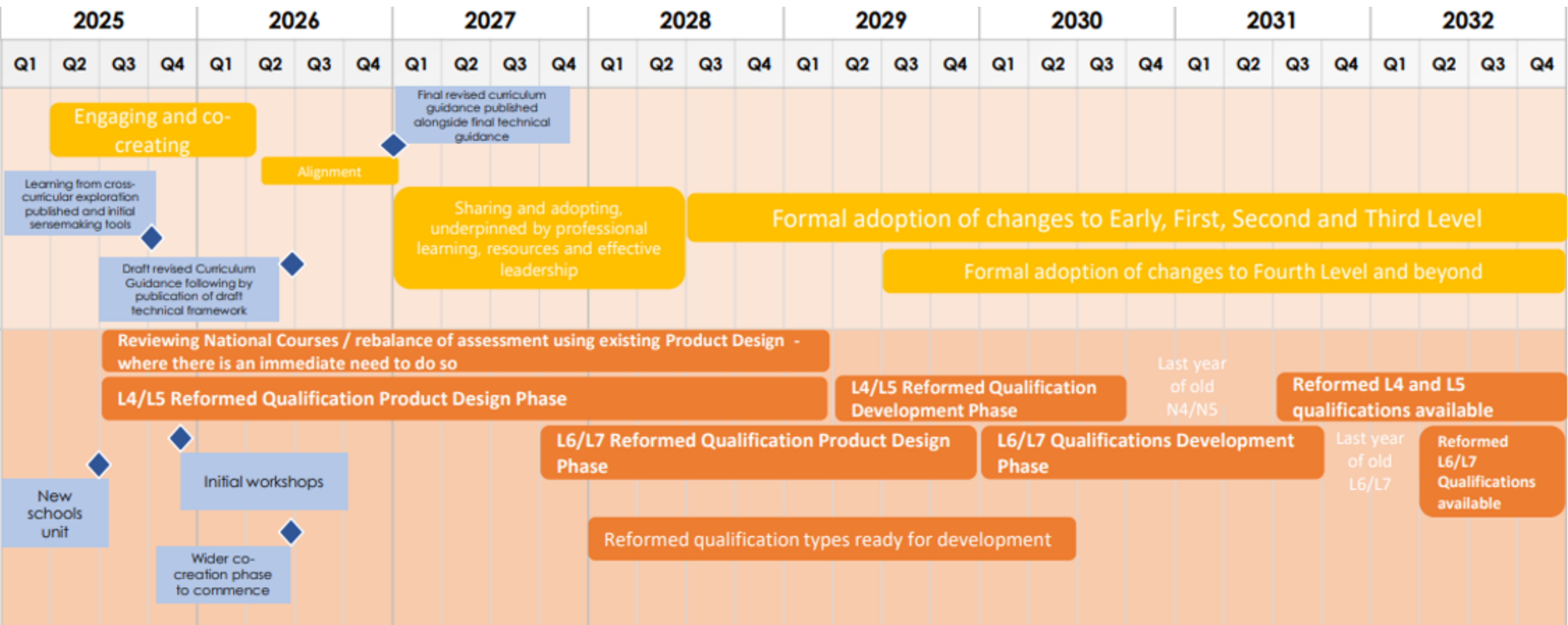
Elaborations

Clarify include/exclude boundaries or expectations for specific knowledge, skills and understandings.



Breadth of Experience guidance

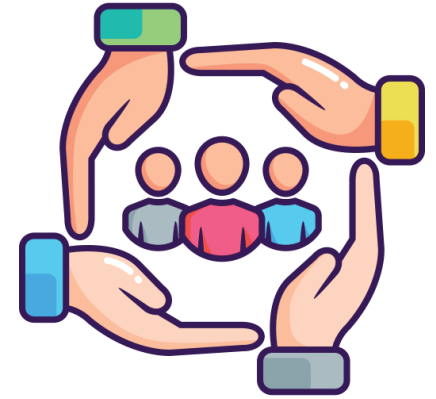
Ensure a broad and rich curriculum experience for all learners where not captured within knowledge and skills statements.



Curriculum, Qualifications and Assessment Reform – Timeline (published June 2025)

This diagram illustrates our current and shared understanding of how reform to curriculum, qualifications and assessment will be taken forward over a number of years. The diagram starts in 2025 with the Curriculum Improvement Cycle well underway (the Cycle having commenced in early 2024) and concludes with the availability of new qualifications at SCQF Levels 6 and 7 in 2032. The timeline has been developed by the Scottish Government in conjunction with key partners including Education Scotland and Qualifications Scotland and has also been tested with the Curriculum Assessment Board.

Focus Groups and Engagement



- 19 primary schools, 33 focus groups (293 learners)
- 1 focus group, ELC/P1
- 2 secondary schools focus groups (73 learners)
- 1 GME school focus group (16 learners)
- Wider engagement across local authorities, including West Lothian, East Renfrewshire, North Lanarkshire, Glasgow, Falkirk, Edinburgh, West Dunbartonshire, Moray, Comhairle nan Eilean Siar, and Argyll and Bute
- LANGS, British Council Event, SALT, IFE, BnG, Goethe Institut, Cultural Institutes

Next steps

- More primary and secondary focus groups
- Focus groups with primary practitioners
- Continued engagement with local authorities
- ES curriculum spotlight week in June

Key messages for CIC for Languages

- CfE not being replaced; only the technical framework
- Biggest impact will be
 - replacing Experiences and Outcomes
 - exemplification of language at each level
 - language-specific grammar guidance
- Gaelic (Learners) & Latin part of Languages but separate technical frameworks. Scots & BSL.
- National progression framework to show Know/Do at each level
- Greater articulation with national qualifications

What's next?



Exemplification of levels with commentaries

Grammar progression work

Working with **Qualifications Scotland**

Publication of **draft sample curriculum materials June 2026**

Complete work on **strands** for review and alignment

Detailed analysis of **pupil survey results** and **focus groups**

Curriculum spotlight week – shorts, blog for LinkedIn

2024-25 **1+2 survey** publication



Any questions or feedback?

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CIC Languages: learner survey



Tell us what you think about learning languages

We want to hear your views about learning languages at school.

This short questionnaire is part of a national piece of work to help improve the school curriculum in Scotland.

Your answers will help the team designing the curriculum understand what is working well and what could be better.

There are no right or wrong answers. We are interested in your honest opinions and experiences.

Thank you for taking the time to share your voice.

Education Scotland - Languages
Pupil Feedback 2026



Responses

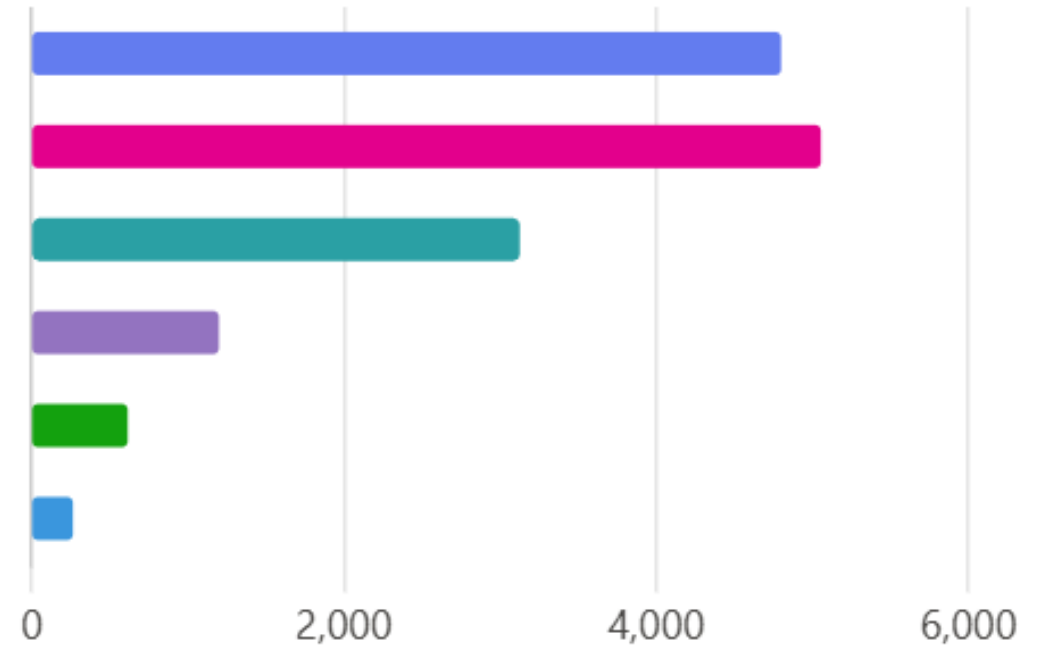
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Participation by Year Group

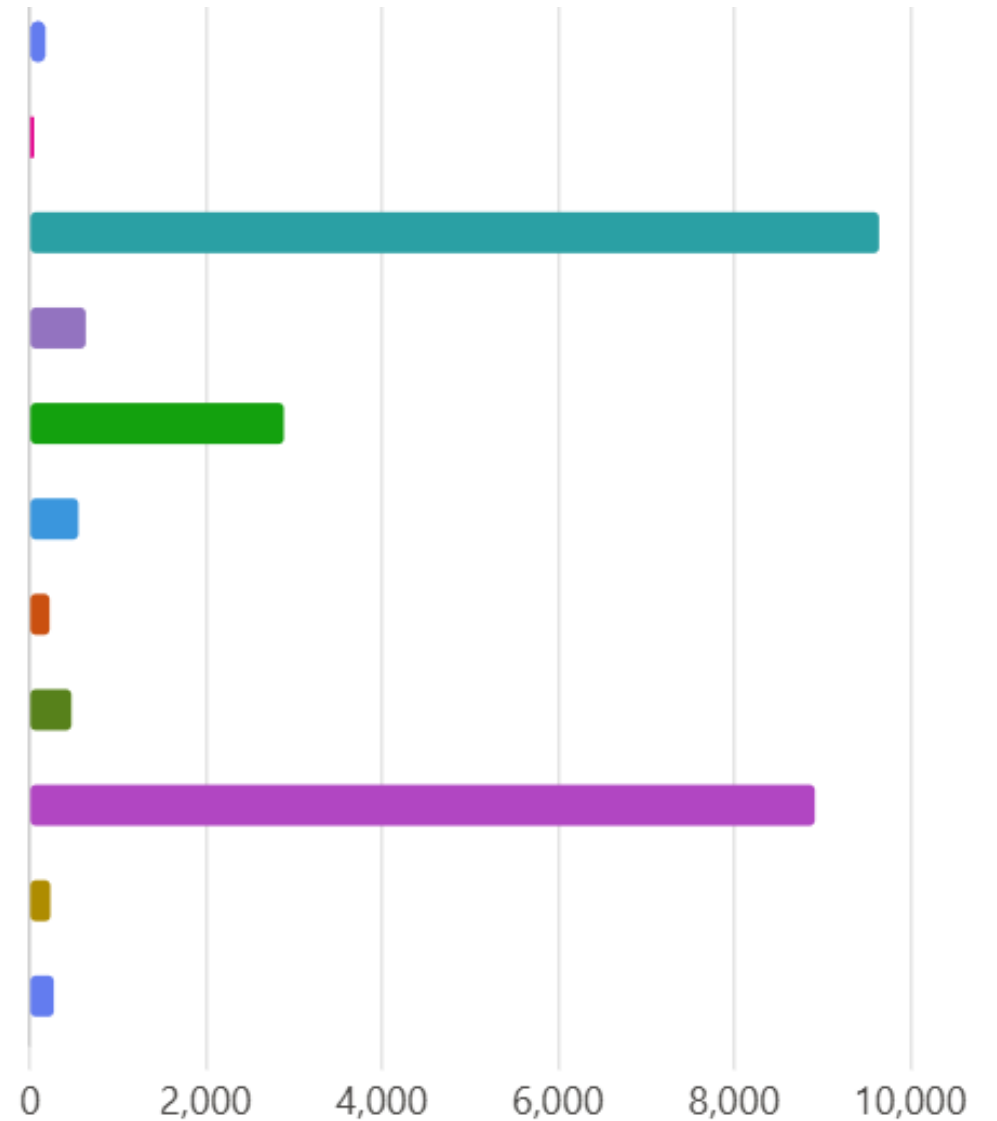
2. What year group are you in?

| | |
|------|------|
| ● S1 | 4792 |
| ● S2 | 5047 |
| ● S3 | 3120 |
| ● S4 | 1192 |
| ● S5 | 608 |
| ● S6 | 257 |



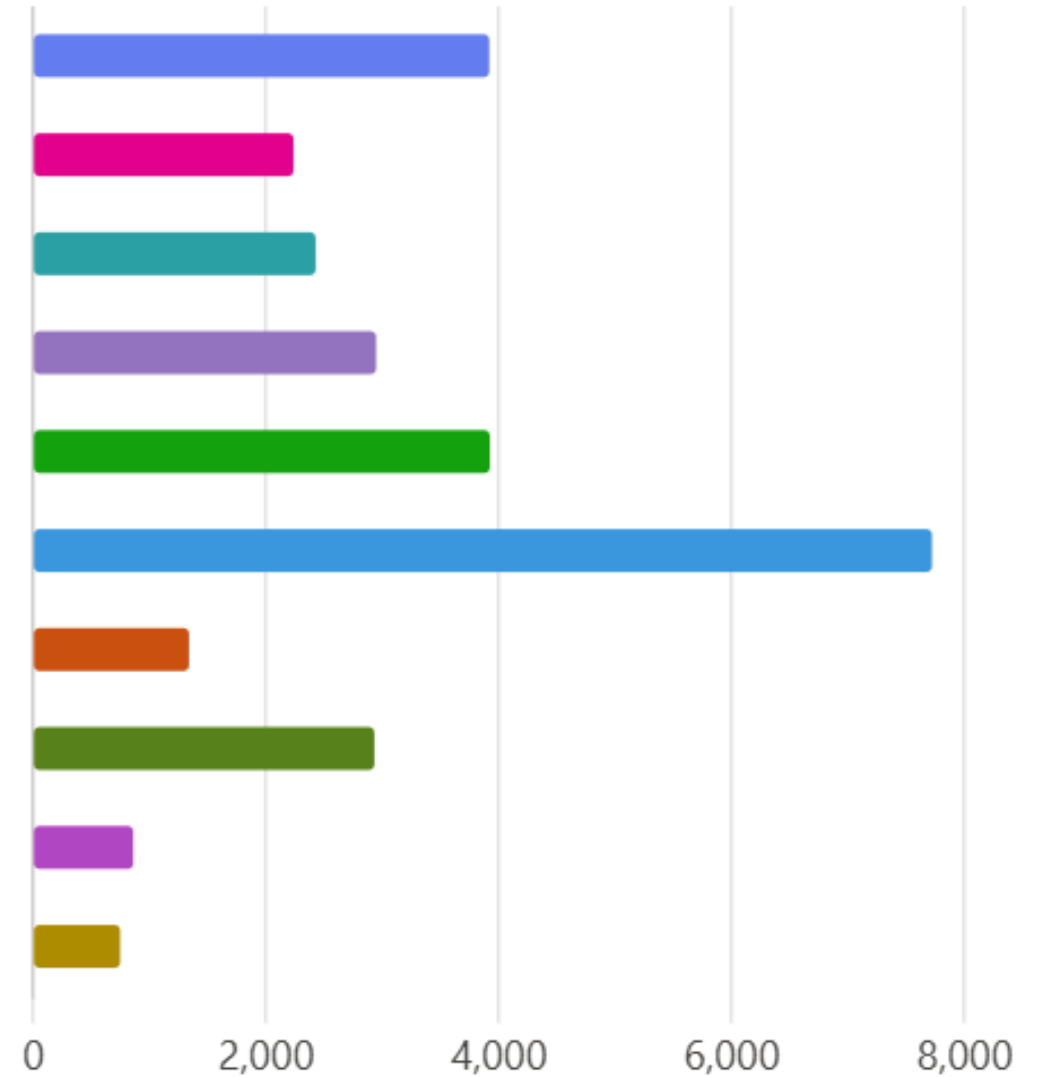
Participation by Language

| | |
|-----------------------|------|
| British Sign Language | 165 |
| Cantonese | 36 |
| French | 9634 |
| Gaelic (Learners) | 623 |
| German | 2873 |
| Italian | 539 |
| Latin | 212 |
| Mandarin | 460 |
| Spanish | 8905 |
| Urdu | 221 |
| Other | 260 |



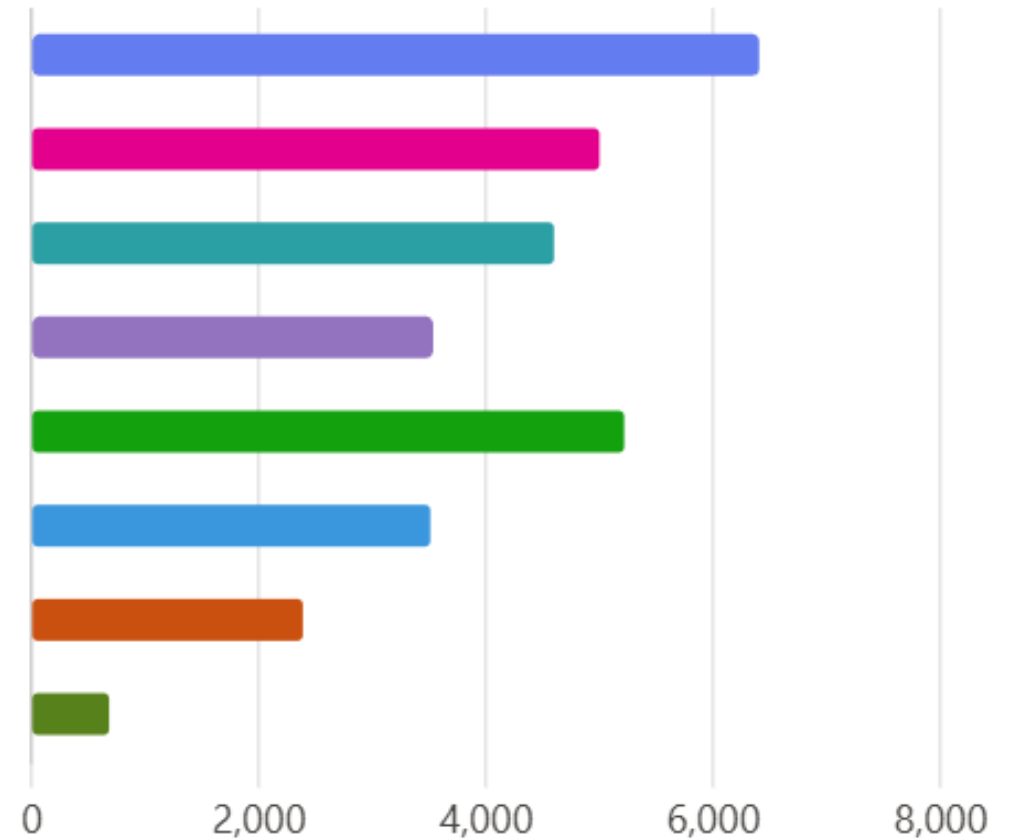
Which parts of language learning do you enjoy most?

| | | |
|----------------------------------|---|------|
| Talking and conversations | ★ | 3906 |
| Listening activities | | 2225 |
| Reading activities | | 2415 |
| Writing activities | | 2934 |
| Learning about other cultures | ★ | 3911 |
| Games and interactive activities | ★ | 7708 |
| Grammar and how language works | | 1328 |
| Using digital tools | | 2919 |
| Prefer not to say | | 848 |
| Other | | 736 |

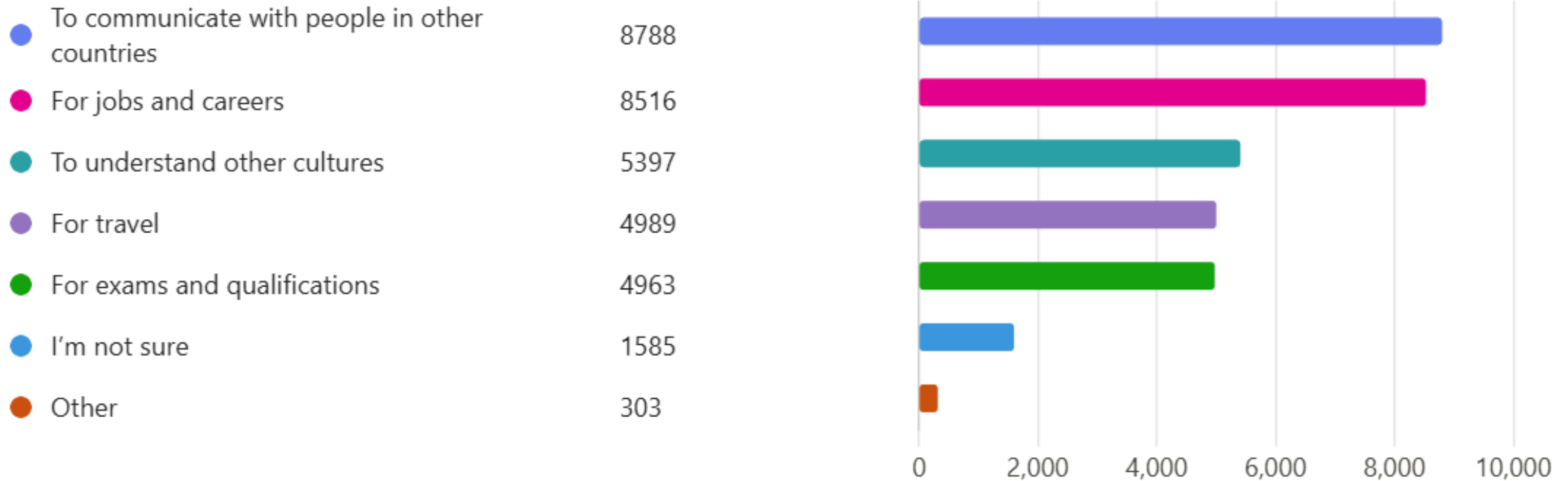


Which parts do you find most challenging?

| | |
|-------------------------|------|
| Remembering vocabulary | 6392 |
| Pronunciation | 4986 |
| Grammar | 4586 |
| Listening | 3521 |
| Talking in the language | 5204 |
| Writing in the language | 3498 |
| Reading | 2376 |
| Other | 671 |



Why do you think schools want young people to learn languages?



What matters most to you when learning a language?

1 Being able to communicate with other people



2 Understanding other cultures and ways of life



3 Learning useful language for real life



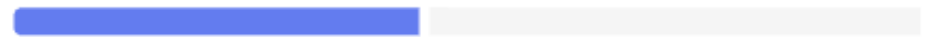
4 Feeling confident using the language



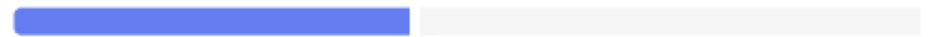
5 Doing well in assessments and exams



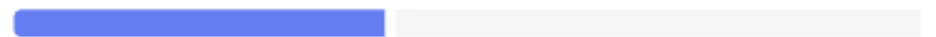
6 Understanding how language works (e.g. grammar, patterns, sounds)



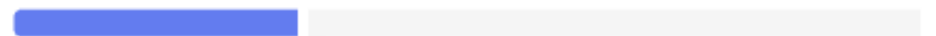
7 Using languages for future jobs or careers



8 Enjoying language lessons



9 Having lessons that feel inclusive and supportive



10 Working with others

