Progression

What does this look like in reality?

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Background

* Christine Busson from CAVILAM
* « Intégrer et organiser l’enseignement du français dans les établissements primaires en Ecosse »
* What does a syllabus / portfolio / scheme of work look like?
* Sharing of approaches / frameworks
* Analysing the E’s and O’s at First and Second Level
LISTENING AND TALKING WITH OTHERS

- **At First Level**, the expectation is that children will be able to take part in simple conversations to share information using familiar language and basic structures.

- **From Second Level**, learners will take part in conversations, in collaborative / transactional situations and in presentations, while being able to ask for help and support as necessary and while ensuring pronunciation is sufficiently accurate to be understood by a sympathetic native speaker.

- Learners 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.
What does this look like?
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Task:

* In your groups, discuss what you are doing to support practitioners better understand progression.
* What does progression mean / look like?
* What resources do you use?
* Is it part of your PLL training?
* Are practitioners confident in assessing progression?
* What would help to further support practitioners?