

# 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

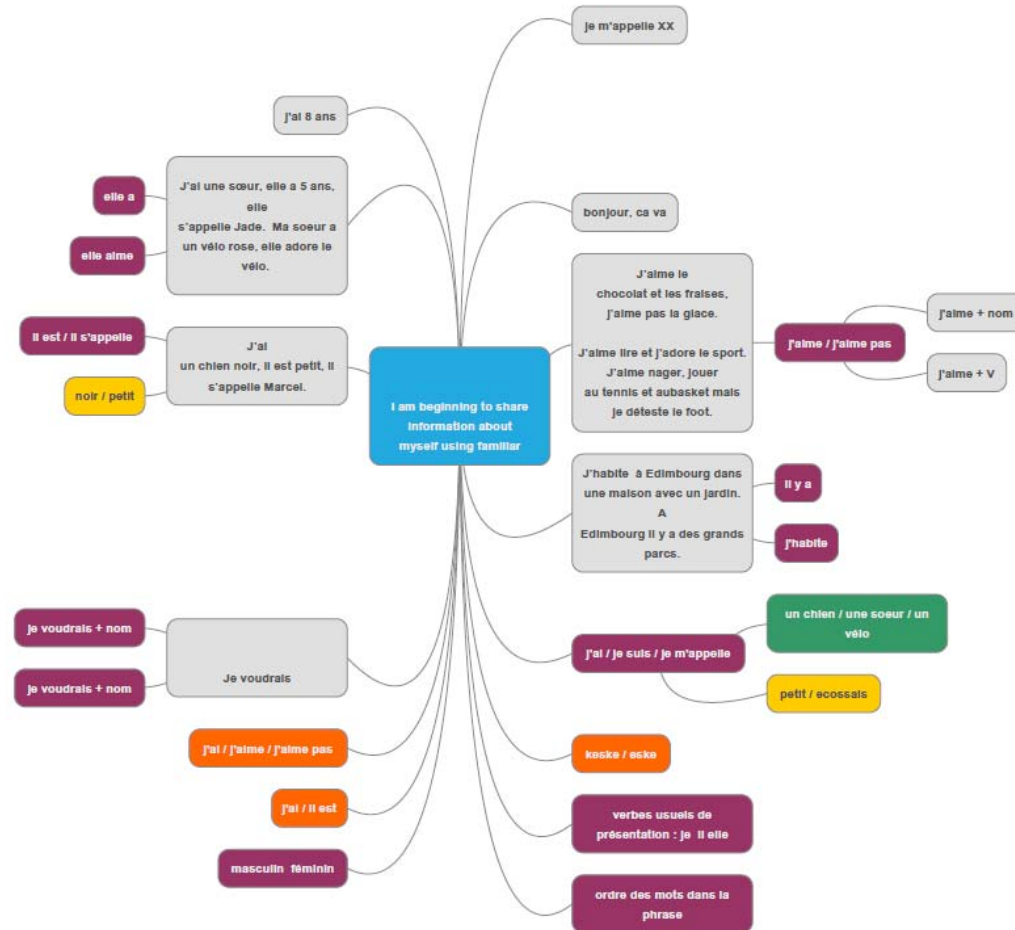


# Focus on E's & O's

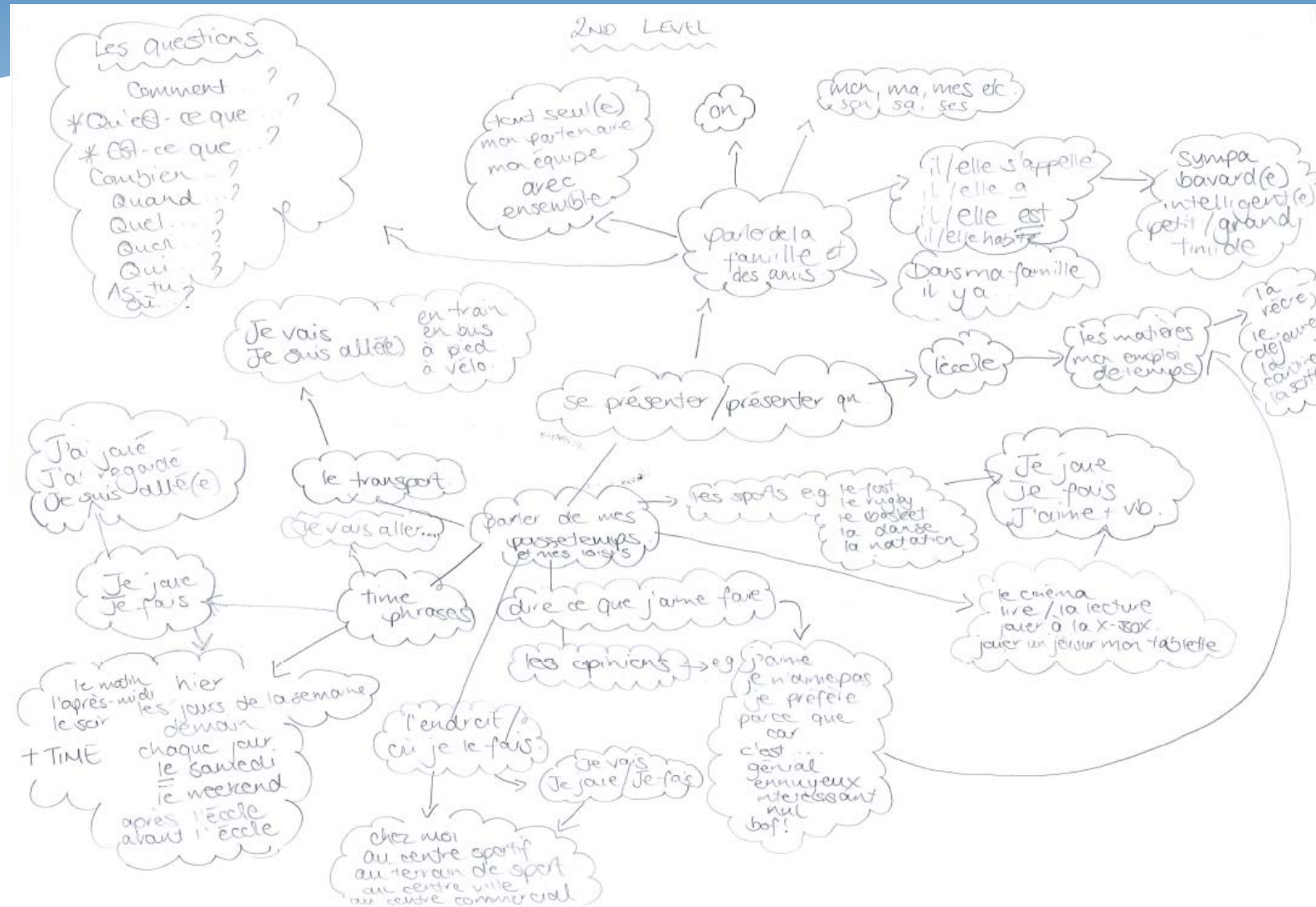
## LISTENING AND TALKING WITH OTHERS

- \* 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?

