

# 1 + 2 in the Secondary Context



**Inter-Authority Events**

**June 2017**

## Aims

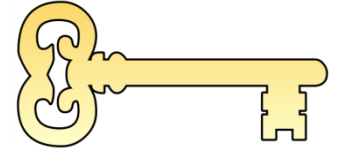


- To look at the expectations of 1+ 2 in secondary schools
- To address appropriate ways of delivering L3
- To consider the importance of effective transition in languages

# 1 + 2 Approach Key recommendations



## Key recommendations



- Schools offer a first additional language (L2) from P1
- A second additional language (L3) no later than P5
- Entitlement for all young people through to the end of the broad general education
- Planning at cluster level for effective transition, with support from the local authority

# Expectations for L2 and L3

## Expectations for L2



- Continuity of L2 from primary into secondary
- L2 must be available as a National Qualification in the senior phase
- By the end of P7 most pupils should have achieved second level

## Expectations for L3



- It is up to schools/authorities to decide which language
- Challenge, depth and progression
- Go beyond words and phrases, building on literacy and prior language learning
- Develop the four skills of reading, writing, talking and listening
- Can look like the old MLPS model

# Implementation





## Implications



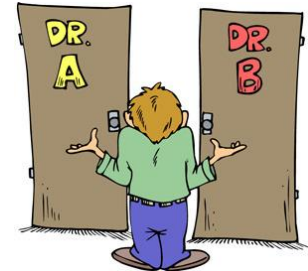
- Time for effective cluster planning and working
- Appropriate training to ensure effective and confident delivery in primary
- Funding for effective, sustainable training
- Effective learning and teaching in secondary which takes account of, and builds on, prior learning
- Progression pathways from broad general education into the senior phase

## L3 in the secondary sector

- L3 may be delivered in a range of ways
- The introduction of L3 is **not** at the expense of L2
- It can lead to accreditation (e.g. Languages for Life and Work award or Scottish Studies award)
- L3 should be delivered by suitably qualified languages specialist if leading to a qualification

## Possible options

- L3 as a full option to study a second language throughout the year
- L3 as an elective, insert or 'masterclass' at any stage over the broad general education
- L3 as part of an IDL project at any stage over the broad general education



# Support and guidance

- **On the National Improvement Hub**
  - [Further Guidance on L3 within the 1+2 policy](#)
  - [1+2 languages : L3 audit tools for use in primary and secondary contexts](#)
  - [A Review of Progress in Implementing the 1+2 Language Policy](#)
- **On the SCILT website**
  - [L3 case studies](#)



## A leap in the dark ... ?

“Come to the edge,” he said.

“We can't, we're afraid!” they responded.

“Come to the edge,” he said.

“We can't, We will fall!” they responded.

“Come to the edge,” he said.

And so they came.

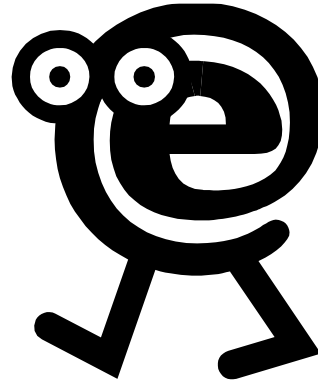
And he pushed them.

And they flew.”

Apollinaire



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