

L3 Language Explorers!

Ann Robertson

Languages Advisor

Ann@lingoboxlearning.com

@Aroblingo

East Lothian Council
Midlothian Council
Scottish Borders Council





LANGUAGE LEARNING IN SCOTLAND: A 1+2 APPROACH Guidance on L3 within the 1+2 policy Updated May 2019

these children will have the opportunity to experience the benefits of bilingualism. As expected within the 1+2 approach, they will have the potential to develop skills, knowledge and an understanding of how languages work. These transferable skills will assist them in their learning of the second additional language, L3, to which children learning in GME will be introduced by P5. The pace of learning and progress should be monitored and tracked carefully to ensure learning that is challenging, sets high expectations and meets children's particular needs. During S1 to S3, young people should have opportunities to continue learning this second additional language, L3, along with English and Gàidhlig, as part of a progressive experience. For further advice, please read the Education Scotland publication, [The Role of Gaelic Education 3-18 in 'Language Learning in Scotland: A 1+2 Approach'](http://www.educationscotland.gov.uk/Images/TheRoleofGaelicEducation_tcm4-824305.pdf)

L3 in context

Primary schools are not restricted in their choice of L3 by what the secondary school can offer. There is no expectation that the secondary school offer the same L3 as was studied at the primary stages, although this would be ideal. However, it is important to see the delivery of L3, both in the primary and the secondary sectors, as part of a cluster approach to 1+2 provision. Secondary staff should know the level of language skills children have developed and the way in which they are accustomed

L3 Language Explorers!



An additional language introduced as part of an interdisciplinary (IDL) project over a number of weeks. If this option is chosen, a different L3 may be delivered each year, to fit in with themes being introduced elsewhere in the curriculum. For example, a topic on China would lend itself to the introduction of Mandarin. A topic on Learning about Scotland could lend itself to the study of Gaelic.

**LANGUAGE LEARNING IN SCOTLAND:
A 1+2 APPROACH Guidance on L3 within the
1+2 policy Updated May 2019**



What are the opportunities?



What are the opportunities?



BSL

Primary

Languages in the primary school.

Primary:

1+2 Polish: Wojtek the Bear



This package tells the story of Wojtek the Bear, based on the children's book by Scottish author, Jenny Robertson. It provides an opportunity to explore WW2 with a focus on Scottish and Polish shared history. The aims of the package are to:

- introduce Polish language as an L3 learning experience
- support intercultural integration
- highlight, celebrate and encourage the use of home language(s) in school
- explore Polish culture and the history of the Poles in Scotland

[Download Wojtek the Bear - learning pack for Scottish schools as PDF](#)

[Szeregowiec Wojtek - Chapter 7 Translation by Anna Bielawska \(PDF\)](#)



Polish



bonnie
droochit
numpty
dreich coorie
eejit twa clarty
hoose haiver
gallus tatties oxters
craw
clype geikirk dooklaldie
guid laup bairnsskiver
lochlassies aye
soor brawken
bahookie
canny
dinnae

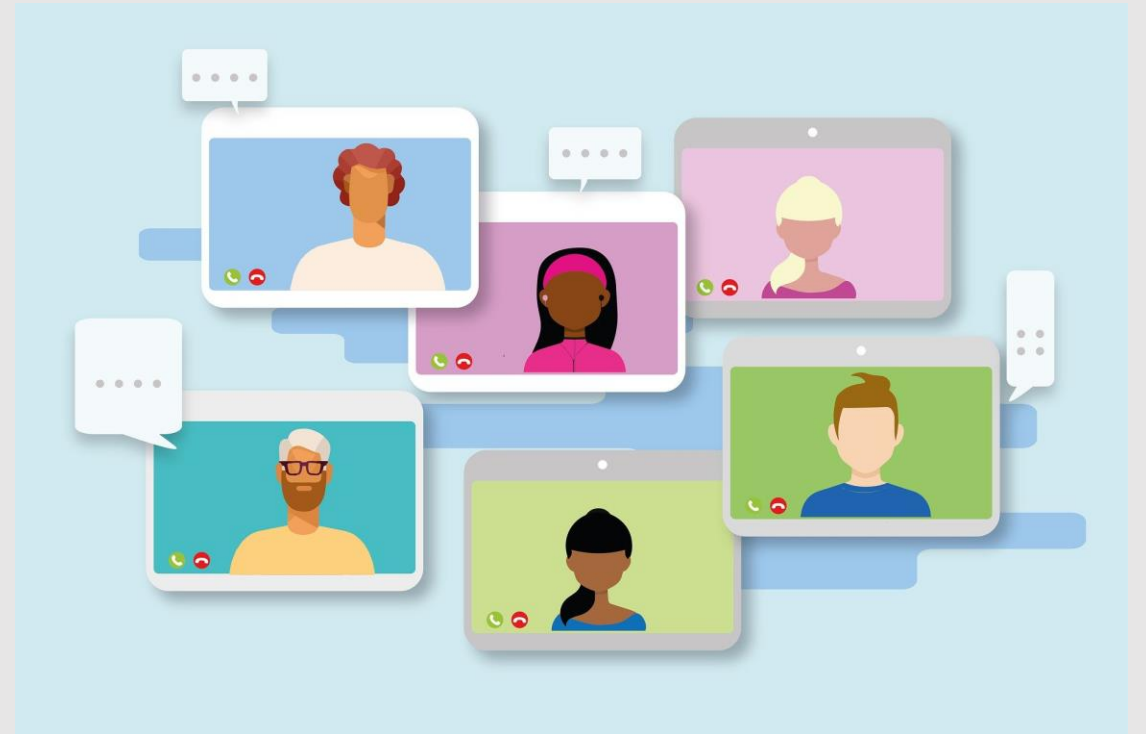
Scots



**Teachers, parents
and partners**

Cluster / ASG working

- ✓ Coherence in planning
- ✓ Shared vision
- ✓ Shared approach
- ✓ Progression through wider skills
- ✓ Sharing resources



3 meetings per year

Language Learning

- **Reshape our relationship with languages and language learning**
- **Engage with the wider world**
- **Being open to and curious about other languages and cultures**

- What does it say about how others see us? How we see the world and how others see us?
- Which languages do we speak? What do they mean to us?
- Why is language important to us and to others? (Identity)
- How do we learn languages?

Wider skills

- Language learning – strategies, approaches.
- Intercultural development
- Broadening horizons
- Mobility – i.e. ability to see yourself working / living / visiting other countries
- Employability – are there opportunities to embed this within planning?
- Citizenship and sustainability – can you link to Cop26 for example?
- Literacy, numeracy, digital skills, outdoor learning



L3

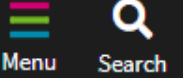
- Developed as an IDL topic / project – thematic/cultural focus e.g. country study
- Festivals provide good opportunities for exploring other languages and cultures!
- P5, P6 and P7 shared approach e.g. all 3 year groups focussing on the same language – supports teacher development and shared approach!
- Language learning a key aspect - all 4 skills and meaningful use of the language
- Progression developed across languages and through wider skills (e.g. transferable language learning/literacy skills, global citizenship etc.)
- Opportunities to link to wider achievement? E.g. John Muir Award or JAS Awards? Rights Respecting Schools? Global Goals? Eco Awards?

| As a minimum, children should be able to: | Examples |
|---|--|
| Deliver simple sentences orally to talk about themselves, a theme of their choice or a theme they have studied. | Introduce yourself / use simple greetings / say your age / say where you live Possible extension with e.g. family, likes and dislikes |
| Understand simple spoken text in the additional language such as someone talking about their likes and dislikes. | Listening as part of a short conversation Short listening activities |
| Hold a simple conversation about themselves or perhaps for simple role plays. | Take part in a simple conversation – hello, how are you, what’s your name, my name is etc. |
| Decode a simple text which contains words they do not know, working alone or collaboratively. | Short reading texts e.g. simple sentences |
| Write a few sentences or phrases, with support. However, the language used with P5 to P7 should be appropriate to their interests, their stage in learning and the literacy and language learning skills already developed. Children at P5 will have a different level of literacy skills from children at P1 and this should be reflected in the language work done at this stage. | Simple sentences about themselves or linked to what they are learning. Use framework and word banks for support Produce a piece of writing for a purpose e.g. Poster about self, PPT |

Cluster/ ASG Models

1. Linking to secondary school language e.g. Spanish Year 1, Year 2 and Year 3. Still developed as an IDL but with a focus on a different aspect of Spanish/Hispanic language and culture in each year.
2. All cluster schools following the same model with 3 identified languages e.g. Scots (Year 1), German (Year 2) and Spanish (Year 3)
3. All cluster schools doing something slightly different languages (e.g. some doing BSL and/or Polish) but with a coherence in progression e.g. Our Languages theme.





Tiles > Self-Evaluation Tool

<https://www.tiles.education.ed.ac.uk/>

Self-Evaluation Tool

Each TILE below navigates to a range of sub-sections which explore and reflect upon key considerations for improving practice.

Click on the TILES below to explore each of the different themes in more detail.

