Modern Foreign Languages, P scales

Learning a modern foreign language (MFL) helps all pupils develop their interest and curiosity in the similarities and differences between themselves and others. This includes learning about countries, cultures, people and communities. Meeting people from other countries and cultures helps to broaden pupils' horizons by experiencing new and different languages and cultures. Learning the basics of a foreign language helps pupils to extend and develop their language and communication skills and can enhance self-esteem.

The Ingot's MFL P scales provide learners with the opportunity to:

• become aware of themselves as citizens of the world, as well as in their own immediate environment and society
• become more aware of language, sounds, smells, tastes, images and artefacts from other countries and cultures by working with materials from these countries
• become more familiar with the sounds of an MFL and use a range of methods which develop speaking and listening skills rather than relying on the written word
• meet people from other countries and communicate with them in their own language
• develop imitation skills and the motivation to produce sounds and an expressive language
• use information and communication technology (ICT) for direct electronic contact, email or the internet so they can use a new language to communicate with schools and people in other countries
• support their learning in other subjects, for example, English or geography
• develop listening, concentration and social skills through partnership and group work

• work in a range of contexts and topics adapted to suit individual interests and motivations.

In response to these opportunities, pupils can make progress in MFL by:
• expanding their breadth and depth of experience, knowledge and understanding
• developing and extending new language and communication skills
• moving from the familiar to the less familiar

• developing understanding, for example, from the concrete to the abstract.

P1(i) - MODERN FOREIGN LANGUAGES

1. The learner will encounter activities and experiences

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]

1.3 I can experience music. [5]

1.4 I can experience a combination of action with sound. [7]

1.5 I can experience movement. [9]

2. The learner will show simple reflex responses

2.1 I can make a startled response to a sudden noise. [2]

2.2 I can make a startled response to a sudden movement. [4]

2.3 I can make a startled response to a sudden bright light. [6]

2.4 I can be passive or resistant. [8]

P1(ii) - MODERN FOREIGN LANGUAGES

1. The learner will show emerging awareness of activities and experiences

1.1 I can make a brief response to sound. [11]

2. The learner will show intermittent reactions

2.1 I can react to movement. [12]

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1.2 I can make a brief response to a picture. [13]

1.3 I can make a brief response to music. [15]

1.4 I can make a brief response to physical sensory source. [17]

1.5 I can make a brief response to light patterns. [18]

1.6 I can make a brief response to a moving object. [19]

2.2 I can react to physical contact. [14]

2.3 I can react to a change in temperature. [16]

P2(i) - MODERN FOREIGN LANGUAGES

1. The learner will react to new activities and experiences

1.1 I can react to unfamiliar sounds. [21]

1.2 I can react to unfamiliar images. [24]

1.3 I can react to a new task. [26]

1.4 I can react to a new experience. [28]

2. The learner will begin to show interest in people, events and objects

2.1 I can respond consistently to familiar people. [22]

2.2 I can respond consistently to familiar events. [25]

2.3 I can respond consistently to familiar objects. [27]

3. The learner will participate in shared activities

3.1 I can engage in co-active exploration. [23]

P2(ii) - MODERN FOREIGN LANGUAGES

1. The learner will com municate

2. The learner will com municate

3. The learner will recognis

4. The learner will perform

5. The learner will reme mber

6. The learner will parti cipate in

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consistent preferences	affective responses	e familiar people, events and objects	simple actions	learned responses	shared activities
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of time. [34]	6.1 I can co-operate with shared exploration. [35]
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation. [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - MODERN FOREIGN LANGUAGES

1. The learner will request events or activities	2. The learner will participate in shared activities	3. The learner will sustain concentration	4. The learner will explore materials	5. The learner will perform simple actions	6. The learner will remember learned responses
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]

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			[5.3 I can demonstrate an awareness of change as a result of my action.](#) [51]	[6.3 I can remember the purpose of equipment.](#) [52]

P3(ii) - MODERN FOREIGN LANGUAGES

1. The learner will initiate interactions and activities	2. The learner will remember learned responses	3. The learner will respond to options and choices	4. The learner will actively explore objects and events	5. The learner will apply potential solutions systematically to problems
[1.1 I can greet familiar people.](#) [54]	[2.1 I can remember learned responses over increasing periods.](#) [55]	[3.1 I can respond to an option or choice.](#) [56]	[4.1 I can actively explore objects.](#) [57]	[5.1 I can attempt to solve simple problems.](#) [58]
[1.2 I can initiate interactions with familiar people.](#) [59]	[2.2 I can anticipate familiar events.](#) [60]	[3.2 I can demonstrate dissatisfaction.](#) [61]	[4.2 I can actively explore events.](#) [62]	
[1.3 I can initiate activities with familiar people.](#) [63]		[3.3 I can demonstrate satisfaction.](#) [64]	[4.3 I can remain interested in an activity for a short period.](#) [65]	
		[3.4 I can indicate preference.](#) [66]		

P4 - Modern Foreign Languages

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1. The learner will repeat, copy or imitate sounds	2. The learner will perform familiar or simple actions on request	3. The learner will listen and respond to familiar rhymes and songs in a foreign language
1.1 I can repeat, copy or imitate some sounds in the target language [68]	2.1 I can perform familiar actions on request [69]	3.1 I can pay attention [70]
	2.2 I can attempt new simple actions on request [71]	3.2 I can respond to familiar rhymes and songs in a foreign language [72]

P5 - Modern Foreign Languages

1. The learner will attempt one or two words	2. The learner will respond to simple questions, requests or instructions
1.1 I can attempt one or two words in the target language [74]	2.1 I can respond to simple questions [75]
	2.2 I can respond to simple requests [76]
	2.3 I can respond to simple instructions [77]

P6 - Modern Foreign Languages

1. The learner will respond to others in a group	2. The learner will attempt to communicate	3. The learner will communicate positives and negatives	4. The learner will match and select symbols for familiar words, actions or objects
1.1 I can respond to others when part of a group [79]	2.1 I can attempt to communicate in the target language [80]	3.1 I can communicate positives in the target language in	4.1 I can select symbols for familiar words, actions or objects [82]

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response to simple questions [81]

3.2 I can communicate negatives in the target language in response to simple questions [83]

4.2 I can match symbols for familiar words, actions or objects [84]

P7 - Modern Foreign Languages

1. The learner will introduce themselves by name in response to a question in the target language	2. The learner will contribute to using the target language for a purpose, for example, using ICT skills to access the internet and exchange information with guidance from others	3. The learner will listen, attend to and follow familiar interactions in the target language
1.1 I can introduce myself in response to a question in the target language [86]	2.1 I can contribute to using the target language for a purpose [87]	3.1 I can listen to familiar interactions in the target language [88]
		3.2 I can attend to familiar interactions in the target language [89]

P8 - Modern Foreign Languages

1. The learner will understand that the target language conveys meaning	2. The learner will understand simple classroom commands	3. The learner will read and understand words	4. The learner will copy words with support	5. The learner will use the target language for a purpose

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1.1 I can listen attentively [91]	2.1 I can understand one or two simple classroom commands in the target language [92]	3.1 I can read and understand a few words presented in a familiar context with visual clues [93]	4.1 I can copy out words with support [94]	5.1 I can use the target language for a purpose [95]
1.2 I know that the target language conveys meaning [96]	2.2 I can respond using single words, signs or symbols [97]		4.2 I can label objects [98]	

Links to PScale Units

P1-P3 [100]	ICT [101]	English [102]	Mathematics [103]
Science [104]	Physical education [105]	Art [106]	Music [107]
Design technology [108]	Personal social health education [109]	Geography [110]	History [111]
Religious education [112]	Modern foreign language [113]		

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