## Modern Foreign Languages, $\mathbf{P}$ scales

$\qquad$
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 artefacis from other countries and cultures by working with materials from these countries
- 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 cont
- 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]

## 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

## 2. The learner will show intermittent reactions

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]

## 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 coactive 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
6. The
learner learner will reme will parti mber cipate in
consiste nt prefer ences
affective e response familiar s people, events and objects
1.11 can communicat e preference for certain images. [30]
2.1 I can respond with volume variation. [31]
3.1 I can recognise familiar people. [32]
simple actions
4.1 I can attempt to perform a simple action. [33]
learned r esponses
shared activities
5.11 can remember learned responses over short periods of time. [34]
6.1 I can co-operate with shared exploration.
6.21 can co-operate supported participation
with . [40]
3.3 I can recognise familiar objects. [41]

| 4.21 can | 6.21 can |
| :---: | :---: |
| use trial and | co-operate |
| improvemen | with |
| $t$ to perform | supported |
| an action. | participation |
| [39] | . [40] |

2.21 can respond to specific stimulation. [37]
3.21 can recognise familiar events. [38]
$t$ to perform [39]

## P3(i) - MODERN FOREIGN LANGUAGES

1. The
learner
will
request
events or activities
2. The
learner will parti cipate in shared activities
3. The
learner
will
sustain c
oncentra
tion
3.1 I can sustain conc entration for short periods. [45] tion
4. The
learner will explore materials
2.11 can participate in shared exploration with less support. [44]
1.1 I can request for an event or activity. [43]

| 5.3 I can | 6.31 can |
| :---: | :---: |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |
| action. [51] |  |

## P3(ii) - MODERN FOREIGN LANGUAGES

## 1. The learner will initiate interaction s and activities

## 2. The learner will remember learned responses

4. The learner will actively explore objects and events increasing periods. [55]
2.21 can anticipate familiar events. [60]
2.11 can remember learned responses over
1.21 can
initiate
interactions
with familiar
people. [59]
1.31 can
initiate
activities with familiar people. [63]
1.1 I can greet familiar people. [54]
5. The
learner will
respond to
options
and
choices
3.11 can respond to an option or choice. [56]
6. The learner will respond to options and choices
3.21 can demonstrate dissatisfaction. [61]
3.3 I can demonstrate satisfaction. [64]
3.41 can indicate preference. [66]
4.31 can remain interested in an activity for a short period. [65]
4.21 can actively explore events. [62]
4.11 can actively explore objects. [57]
7. The learner will apply potential solutions s ystematical ly to problems
5.1 I can attempt to solve simple problems. [58]
remember
the purpose of equipment. [52]
8. The learner will repeat, copy or imitate sounds
1.1 I can repeat, copy or imitate some sounds in the target language [68]

## 2. The learner will perform familiar or simple actions on request

2.1 I can perform familiar actions on request [69]
2.2 I can attempt new simple actions on request [71]

## 3. The learner will listen and respond to familiar rhymes and songs in a foreign language

3.1 I can pay attention [70]
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

1.1 I can attempt one or two words in the target language [74]
2. The learner will respond to simple questions, requests or instructions
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

### 3.1 I can

 communicate positives in the target language in4.1 I can select symbols for familiar words, actions or objects [82]
response to simple
questions [81]
3.21 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

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1. The learner will introduce <br> themselves by name in response to a question in the target language
}
1.1 I can introduce myself in response to a question in the target language [86]
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
2.1 I can contribute to using the target language for a purpose [87]
3. The learner will listen, attend to and follow familiar interactions in the target language
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 | 2. The | 3. The | 4. The | 5. The |
| :--- | :--- | :--- | :--- | :--- |
| learner will | learner will | learner will | learner will | learner will |
| understand | understand | read and | copy words | use the |
| that the | simple | understand | with | target |
| target | classroom | words | support | language <br> language <br> conveys |
| commands |  |  | for a |  |
| meaning |  |  |  |  |


| 1.1 I can | 2.1 I can | 3.1 I can read | 4.1 I can copy | 5.1 I can use |
| :---: | :---: | :---: | :---: | :---: |
| listen | understand one | and understand | out words with | the target |
| attentively [91] | or two simple | a few words | support [94] | language for a |
|  | classroom | presented in a |  | purpose [95] |
|  | commands in | familiar context |  |  |
|  | the target | with visual |  |  |
|  | language [92] | clues [93] |  |  |

1.2 I know that the target language conveys meaning [96]
2.21 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 Art [106] | Music [107] |  |  |
| [105] | Design technology | Personal social <br> health education <br> [108] | Geography [110] | History [111]

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## Modern Foreign Languages, $\mathbf{P}$ scales

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