

FALKIRK COUNCIL

Subject: FALKIRK COUNCIL 1+2 LANGUAGES STRATEGY
Meeting: EDUCATION EXECUTIVE
Date: 11 NOVEMBER 2014
Author: JOINT ACTING DIRECTOR OF EDUCATION

1. PURPOSE

- 1.1 The purpose of this report is to seek approval for the draft 1+2 Languages Strategy as the Council's strategy for implementing the national development outlined in '*Language Learning in Scotland A 1+2 Approach Report and Recommendations*'.

2. BACKGROUND

- 2.1 The Scottish Government '*Language Learning in Scotland A 1+2 Approach Report and Recommendations*' was published in November 2012 after a period of consultation.
- 2.2 It is recognised that first language (L1) in which children and young people engage will be the main vehicle for their education and for the overwhelming majority, this will be English. The report goes on to make the following recommendations:
- Schools should offer children and young people access to an additional language (L2) from Primary 1;
 - A second, additional language (L3) should be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine, but no later than P5.
 - Language learning should be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3.
- 2.3 Falkirk Council is required to develop their own strategy with regards to the implementation of *1+2 Languages*. This is then to be submitted to the Scottish Government.

3. DEVELOPMENT AND IMPLEMENTATION

- 3.1 Planning for the implementation of *1+2 Languages* began in 2012, starting with:
- Discussions with Primary Headteachers;
 - An audit of practice in primary schools;
 - The establishment of a group to explore key elements of the strategy.
- 3.2 Funding from the Scottish Government was devolved to all local authorities in Session 2012-13 and 2013-14, with the purpose of developing and implementing *1+2 Languages*. Since this period, further guidance has continued to be provided by the Scottish Government in order to support local authorities.

- 3.3 Joint planning for delivery of 1+2 Languages began in all clusters during Session 2013-14. An outline plan has been submitted to the Support Officer for Professional Development by each cluster, stating the cluster choice for Language 2. The cluster choice of Language 2 will support consistent delivery of that language from Primary 1 to the end of the Broad General Education in S3. All cluster plans were submitted by June, 2014 and have been encapsulated in the Council's strategy document.
- 3.4 The draft strategy is attached as Appendix 1 for members' approval.

4. RESOURCES

- 4.1 The Scottish Government have given 'ring-fenced funding' to Falkirk Council as follows:-

Session	Funding	Use
2013-14	£125,000	Devolved to individual school clusters to support joint working.
2014-15	£157,000	Support delivery of training for teachers. Release a secondary Modern Languages teacher to co-ordinate resources, audit and evaluate progress. Purchase ICT hardware (electronic notebooks) for schools. Contribution to the cost of a Gaelic Language tutor to develop and deliver Gaelic Language skills in nursery and primary schools and training for staff as outlined in the Council's Gaelic Language Plan.

- 4.2 The strategy will be taken forward within the constraints of available funding.

5. RISKS/LIMITING FACTORS

- 5.1 The ability of schools to deliver L2 + L3 lies with the language qualifications that teachers have, this may change over time through natural staff turnover in some schools.

In these schools, we must therefore expect some flexibility with regard to the level of wider language learning that pupils may experience.

6. RECOMMENDATIONS

- 6.1 Falkirk Council approves the draft 1+2 Languages Strategy, for submission to the Scottish Government.

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Joint Acting Director of Education

Date: 31 October 2014

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LIST OF BACKGROUND PAPERS

Nil

Learning to Achieve

A Strategy for Raising Achievement



Falkirk Council Education Services

1+2 Languages Strategy

September, 2014

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Falkirk Council: Education Services

1+2 Languages Strategic Implementation Plan

1. Background

The Scottish Government is committed to creating the conditions in which every child will learn two languages in addition to their own mother tongue. This will create a new model for language acquisition in Scotland.

The Scottish Government Languages Working Group report '*Language Learning in Scotland A 1+2 Approach*' was published in May 2012.

In November 2012, the Scottish Government accepted in full most of the Working Group's recommendations made and a few in part.

The following recommendations state that:

- ***schools should offer children access to an additional language (L2) from Primary 1.***
- ***a second additional language (L3) should be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine, but no later than P5.***
- ***language learning should be recognised as an entitlement for all young people through to the end of their broad general education, S1 to S3.***

The Working Group Report and Recommendations can be accessed via the following link:

<http://www.scotland.gov.uk/Resource/0039/00393435.pdf>

Falkirk Council's strategy for *1+2 Languages* is informed by the report and recommendations. The development of language learning in Falkirk will support the achievement of the ambitions set out in '*One Council, One Plan*' Falkirk Council Corporate Plan 2012-17, specifically the aspiration to *further develop a thriving, sustainable and vibrant economy*.

2. Vision

Falkirk Council Education Services' strategic intent for delivery of 1+2 Languages is informed by:

- Scottish Government Languages Working Group Report and Recommendations
- Education Scotland Advice:
LANGUAGE LEARNING IN SCOTLAND A 1+2 APPROACH Working within the recommendations
- Falkirk Council's key education policy, *Learning to Achieve*
- The Local Improvement Plan; our set of goals that set out how the vision will be achieved
- Falkirk Council's Gaelic Language Plan

We as an authority recognise that developing skills in language learning has the potential to “open doors to possibilities and experiences which are not available to those who are restricted to the knowledge of one language. Learning an additional language also facilitates a deeper understanding of the possibilities of language and of communication, including those relating to the learner's mother tongue.

Scotland is a diverse, complex, multicultural and multilingual nation. This diversity includes Scotland's own languages, Gaelic and Scots. The languages spoken increasingly in communities across Falkirk offer schools and learners the chance to learn more about their own and other cultures.”

We also recognise that, “in an increasingly globalised world, knowledge of the local language as well as cultural protocols and practices is essential to negotiations. The growth of business and travel worldwide makes a compelling case for learning languages.

Within the framework of Curriculum for Excellence there is a recognition of the importance of language learning as a communicative skill which will enable our young people to participate fully in a global society and economy.

Increased enthusiasm for language learning, earlier access in primary school and greater uptake in secondary school towards certification will inevitably lead to an increase in attainment of pupils in languages, as well as impacting on levels of overall attainment.”

The above advice, taken from *LANGUAGE LEARNING IN SCOTLAND A 1+2 APPROACH Working within the recommendations* complements Falkirk Council's key education policy, **Learning to Achieve, 2009**, which states:

“The service must support young people to develop resilience of character and the creativity and flexibility necessary to function in our rapidly changing society. Learners will then develop the skills and attributes which will allow them to make a positive contribution to society and achieve positive sustained destinations.” (Section 2)

“Through a progressive, coherent curriculum 3-18, practitioners will ensure that learners can effectively.....communicate in one or more languages other than English” (Section 5)

Language learning must be embedded in the curriculum, to provide our pupils with:

- enthusiasm, confidence and skill in learning languages
- greater awareness and recognition of other cultures
- opportunities to broaden their horizons

3. Strategy

Six work streams will make up the strategy:

3.1 Cluster working

We recognise the importance of building capacity of staff in our schools. We will do this by building on the strengths of staff in Primary and Secondary sectors within individual clusters, using teachers' skills, expertise and knowledge to support colleagues in their schools. Education Services, Falkirk Council has taken the decision to allow clusters to nominate Language 2 for their particular group of schools, and to have responsibility for managing a portion of the budget to support their work.

Joint planning for delivery of *1+2 Languages* has begun in all clusters. An outline plan which sets out the general direction of travel has been submitted by each cluster to the authority officer with responsibility for strategic development. The cluster choice of Language 2 will support consistent delivery of that language from Primary 1 to the end of the Broad General Education.

Across the eight clusters in the council area, Language 2 will be either French or Spanish

In delivery of Language 3, clusters will have the flexibility to decide whether this is taken forward jointly or at individual school level. This aims to build further on teachers' expertise.

Young people experience the following languages in Falkirk Primary schools:

- Gaelic
- German
- Mandarin
- Scots

In order to encourage linguistic diversity, the third language can be an exploration of any language that fits the particular circumstances of a school.

Cluster working provides a context within which the sharing of knowledge, expertise and enthusiasm brings opportunities for genuine partnership working. Utilising the skills and knowledge of:

- teachers
- pupils
- parents
- members of the local community

This will be vital in encouraging a sharing of knowledge about language, teaching methodologies and culture.

3.2 Training

In order to support delivery of high quality learning and teaching experiences for our pupils, teachers will require knowledge and skill in delivery of language learning and confidence in their own ability to deliver this.

This will require us as an authority to provide support that is:

1. appropriate to a range of levels of expertise

Centrally delivered training opportunities that **focus on a particular language** will be offered at the following levels:

- a. **Taster Sessions**- a series of short workshops focussing on French, Spanish, German, Gaelic, Mandarin and Scots that can be attended individually, or as a whole series (beginning in Session 2014-15)
 - b. **Intermediate Level Programmes** for Primary Language Learning (PLL) or for Gaelic Language in the Primary School (GLPS), where the expectation is that course participants will attend a series of workshops for the duration of a full academic session (continued in Session 2014-15 and beyond)
 - c. **Fast-track training programme** for staff who have an undergraduate languages degree. This programme will focus solely on pedagogy, taking account of participants' prior knowledge and understanding of the language. (from Session 2015-16)
 - d. **Refresher Sessions** for staff who have undertaken either the Modern Languages in the Primary School (MLPS) or Gaelic Language in the Primary School (GLPS) programme (from Session 2014-15)
 - e. **Course of study** to develop teachers' own language knowledge and skills- initially, this will comprise twilight sessions that focus on the skills in learning a new language (Session 2014-15). This work will be further developed, to provide the opportunity for staff to participate in study at e.g. SQA Higher level (from Session 2016-17)
2. easily accessible
- a) Centrally delivered training of a session-long programme in both French and Spanish will be delivered through a series of twilight sessions, which will include an immersion session.
 - a. Refresher sessions in French, Spanish, German, Gaelic and Scots will be offered as termly twilight sessions.
 - b) Training in Gaelic Language will continue to be offered to Falkirk teachers through attendance at the programme offered by the Consortium of Central Scotland Authorities. This Scottish Government funded programme comprises eighteen full-day sessions delivered outwith the authority, followed by one week's attendance at a Gaelic Immersion Course at Sabhal Mòr Ostaig, Skye.
 - c) Resources such as ICT-based support materials will be sourced, to supplement face to face tuition, and to provide a context in which staff can share their ideas and expertise.
 - d) Cluster based development of staff and resources will be supported in line with identified local needs.

3.3 Curriculum

LANGUAGE LEARNING IN SCOTLAND A 1+2 APPROACH Working within the recommendations states, "As with other areas of the curriculum, positive language learning experiences will contribute to young people's development, demonstrating the four capacities of Curriculum for Excellence. Through learning new languages, young people can become successful learners with opportunities relating to working and travelling abroad; confident individuals able to communicate in more than one language; effective contributors to a changing world with an understanding of Scotland's relationship to other countries; and responsible citizens with an awareness of cultures and languages in addition to their own."

The choice of Language 2 in each of the clusters across the council area will ensure continuity of the learning experience through to the end of S3. Ongoing cluster working will further strengthen positive working relationships across all sectors, and will support continuity of experience for pupils.

We recognise the important role of nursery in engendering enthusiasm for learning languages other than children's mother tongue, and in beginning to develop their skills in language learning. Training for Early Years staff will therefore be a vital component of staff training.

The *1+2 Languages* manifesto provides opportunities for pupils to experience wider language learning and to gain deeper understanding of “how language works”. Success in this work means that there will be positive impact on literacy attainment levels for children and young people.

The same four key skills of talking, listening, reading and writing apply, whether learning in the mother tongue or in other languages. It will be vital to make these connections explicit, to support learners in making connections in their own learning and to recognise their own progress in terms of development of these skills.

Language 2

The ambition of the *1+2 Languages* model is that, by 2020, all children will start learning an additional language throughout Primary school. Their studies in this language will continue into Secondary, until at least the end of S3, with opportunities to continue into the Senior Phase of Secondary school.

Ways of Implementing Language 3

Language 3 is the second additional language introduced by, at the very latest, P5. It may be one language from P5-P7 or it may mean exposure to more than one language (Language 4, Language 5).

Clusters (or individual schools within each cluster) will take the decisions relating to the ways in which L3 will be delivered, in order to best meet the needs of their pupils. This might, for example, take the form of:

- L3 from P5-7
- L3 in P5 and 6, L4 in P7
- L3 in P5, L4 in P6 and L3 in P7

Government advice is as follows:

*“A second additional language (L3) should be introduced for pupils at a later stage in the primary school. The time for introduction of the L3 language would be a matter for schools and Local Authorities to determine, **but no later than P5.**”*

Language 3 methodology

The methodology used to deliver Language 2 in P1-3 may be adapted and used to deliver Language 3 to older pupils, bearing in mind that their interests would be different from younger children. The use of different texts, games, songs and activities could be tailored to appeal to learners in P5 and beyond. Interdisciplinary learning and in-depth cultural project work may form part of the approach.

Partnerships within the cluster could be used to build resources to support Language 3 (and Language 4 or 5) delivery, e.g. in situations where schools have chosen to include a community language as part of *1+2 Languages* learning.

The learning of Language 3 must offer pupils a meaningful and sufficiently challenging language experience in line with Curriculum for Excellence. Choice of Language 3 and its format for delivery will be devolved to each cluster, and may be different in individual schools within clusters. National guidance states that if Language 3 can be continued into the Broad General Education (with significant depth and progression and not to the detriment of the continued learning of Language 2), this is positive. The *1+2 Languages* manifesto celebrates the diversity of languages and communities and therefore encourages clusters to be open-minded and flexible in their additional language choices.

It will be at this stage that languages such as Gaelic and Mandarin could be developed. This will be enhanced by programmes such as GLPS and Confucius Classroom Hubs. Both these programmes strengthen the language and culture and work in partnership with a range of local and national organisations to develop and deliver.

Language 3 in the Broad General Education

Given the exposure to Language 2 through the Primary years, it is expected that many learners will transition into S1 already displaying significant skills in listening and talking. Continued learning in S1 will expect modern languages departments to exploit pupils' prior learning, to ensure they continue to make progress in listening, talking, reading and writing skills.

Opportunities for enhanced Interdisciplinary Learning (IDL) and extensive use of Higher Order Thinking Skills will continue to build pupils' knowledge and skills.

Senior Phase

It is expected that increased/continued exposure to language learning from P1 will impact significantly on the uptake of languages in the Senior Phase. The group of pupils who enter Primary 1 in Session 2014-15 will reach the Senior Phase by 2025-26. Sustained tracking of the development of their language learning will support long-term evaluation of the level of success of *1+2 Languages* in 'growing' successful, confident linguists.

It will be at this point when full evaluation will determine the success of the *1+2 Languages* strategy in Falkirk Council.

Supporting Pupils with Additional Support Needs

All learners have an entitlement to access additional languages under the 1+2 manifesto. Where there are children and young people who require additional support to access learning unique to their learning journey, this should be catered for using appropriate differentiation strategies that feature in the forward planning of all learning and teaching across all curricular areas.

3.4 Resources

1. The main source of funding to support delivery comes from Scottish Government. We as an authority have a responsibility to use that funding responsibly, to maximise the opportunity for sustainable development of *1+2 Languages*. This will require us to:
 - a. ensure that clusters have sufficient financial support to support bespoke support for staff and pupils
 - b. set aside a portion of the funding to provide centrally-delivered events (by Falkirk-based and external providers)
 - c. retain funding to pay for the development of resources
 - d. purchase externally produced resources
2. Effective use of the key human resource, i.e. our teachers, will be vital in ensuring success of this work. There is a huge task ahead in making sure that teachers feel equipped to deliver quality language learning for their pupils. Currently, less than 10% of the teaching workforce have undertaken formal training to support delivery of language learning. Supporting the large number of teachers who, as yet, have not had the opportunity to increase their knowledge, skills and confidence will be the greatest challenge for us as an authority, and will consequently absorb the majority of the funding.

3.6 Partnerships

The following partnerships have the potential to open up access to a wealth of development opportunities and innovative resources for staff, leading to an extended range of quality learning experiences for pupils. As an authority, therefore, we have a responsibility to make establish, develop and maintain positive professional relationships with those colleagues. Examples for these are:

- within clusters
- between clusters and the FC Education Services' Service and School Improvement Team
- between Education Services and
 - other Local Authorities (Stirling and Clackmannanshire Councils)
 - Scottish Government and Education Scotland
 - Scotland's Centre for Information in Language Teaching (SCILT)
 - French Institute
 - Conserjería de educación
 - Goethe Institut
 - Bòrd na Gàidhlig
 - Confucius Classroom Hubs
 - universities

3.7 Evaluation

As an authority, we have a responsibility to monitor and evaluate the work that is taking place across the service, and to report our progress to Scottish Government.

Ongoing evaluation of the strategy will be derived from the following sources:

- quantitative and qualitative data gathered from centrally-provided professional learning opportunities
- progress reports from clusters
- data from Secondary schools, relating to the uptake of modern languages
- Falkirk Council Gaelic Language Plan outcomes and objectives

The above information will be gathered, analysed and disseminated on an annual basis.

4 Communication

Effective two-way communication between schools and Education Services' Service and School Improvement Team will be key to ensuring the success of *1+2 Languages* development. The table below details the accountabilities of key staff.

Authority Level- Officer with responsibility for implementation of 1+2	
Accountability	Purpose
Liaison with national bodies and partners	To inform and to share Falkirk staff's practice
Leadership of Education Services' Implementation Team for <i>1+2 Languages</i>	To support delivery of a consistent approach across the authority
Provision of regular updates for clusters	To share: <ul style="list-style-type: none"> national guidance and authority/school requirements cluster-led approaches, developments and activities information relating to centrally-delivered professional learning opportunities guidance for parents
Cluster Level- Headteacher acting as Cluster chair	
Accountability	Purpose
Ongoing liaison with Education Services' Lead Officer	To provide ongoing information about the cluster's <i>1+2 Languages</i> plan and related budget To inform evaluation of the delivery of Languages 2 and 3
Ongoing liaison with cluster colleagues	To ensure advice/guidance is disseminated To share practice
Ongoing liaison with the cluster's Resource Officer	To provide accurate information relating to funding of <i>1+2 Languages</i> work
School Level- Headteachers of individual schools	
Accountability	Purpose
Ongoing liaison with cluster colleagues	To provide accurate information about <ul style="list-style-type: none"> school-based activities, including innovative practice, staff interests and concerns resources
Ongoing liaison with school-based colleagues	To ensure that they have opportunities to discuss their strengths and areas for further development in delivering effective language learning to pupils
Ongoing liaison with parents	To encourage parental support and involvement

Sharing of information will take place via:

- Falkirk Council's website
- Curriculum Support Team Blog
- Headteacher meetings
- School websites and newsletters
- School-based events, e.g. assemblies, workshops
- Social media
- Moving Image

6 Timeline

Within the period 2012-14, the following actions took place:

- audit of additional language provision from P1 – BGE, to provide the starting point
- 1+2 Languages Mobilisation Team set up with Primary and Secondary representation to
- devise Falkirk's 1+2 Languages Strategy
- training opportunities provided via Gaelic Language in the Primary School (GLPS) and Modern Languages in the Primary School (MLPS) programmes
- Language 2 decided by clusters, to plan the general direction of travel for *1+2 Languages*
- Falkirk Council endorsed a Gaelic Language Plan for the authority. Its agreed actions are included in the timeline below

Evaluations of training programmes and progress with language learning delivery will be carried out annually. These will influence future development of *1+2 Languages*.

Year	Development
2014-15	<ul style="list-style-type: none"> • Share the strategy with key stakeholders • Working in partnership with Clackmannanshire Stirling Councils, create resources to support delivery of Spanish and French Language 2 Primary Language Learning (PLL) programme FLAME (A) and 'Where in the World?' learning resources • Pilot and evaluate the new programmes • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Identify leaders of professional learning opportunities for teachers and then train trainers • Continue to develop and deliver Gaelic Language training and opportunities for pupils and teachers as part of our GLP outcomes.
2015-16	<ul style="list-style-type: none"> • Further develop training programmes, based on evaluation from Session 2014-15 • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Consider training opportunities for staff who: <ul style="list-style-type: none"> ○ hold a degree in a Modern Language ○ are interested in undertaking SQA Higher study in French or Spanish • Create resources to support delivery of Spanish and French Language 2 PLL programme FLAME (B) • Advertise SQA Higher study in French or Spanish for Session 2016-17 • Continue to develop and deliver Gaelic Language training and opportunities for pupils and teachers as part of our GLP outcomes.
2016-17	<ul style="list-style-type: none"> • Further develop training programmes, based on evaluation from Session 2015-16 and consider ways of expanding the pool of trainers • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Advertise 'Fast track' programme for Modern Language (ML) degree holders, working in partnership with Clacks/Stirling Development Officer • Begin Pilot Programme for 'FLAME' (B) (Primary) • Advertise SQA Higher study in French or Spanish for Session 2017-18 • Continue to develop and deliver Gaelic Language training and opportunities for pupils and teachers as part of our GLP outcomes.

2017-18	<ul style="list-style-type: none"> • Further develop training programmes, based on evaluation from Session 2016-17 • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Advertise SQA Higher study in French or Spanish for Session 2017-18 • Pilot SQH Higher study in French or Spanish • Continue to develop and deliver Gaelic Language training and opportunities for pupils and teachers as part of our GLP outcomes.
2018-19	<ul style="list-style-type: none"> • Further develop training programmes, based on evaluation from Session 2016-17 • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Continue to develop supplementary resources • Implement our new Gaelic Language Plan to support the delivery of Gaelic as part of 1+2
2019-20	<ul style="list-style-type: none"> • Further develop training programmes, based on evaluation from Session 2016-17 • Continue to provide training opportunities via Gaelic Language in the Primary School (GLPS) • Continue to develop and deliver Gaelic Language training and opportunities for pupils and teachers as part of our GLP outcomes.

Appendix 1

A 1+2 Approach to Language Learning: Information for parents

Who will teach my child their second and third languages?

In primary schools, language learning will normally be provided by the classroom teacher or a teacher with responsibility for teaching a language, or a combination of both, depending on the school. In secondary schools, the teacher will be a modern languages specialist. You may also find that language assistants, people from business, parents and other language speakers from the wider community may work with the teacher to enhance your child's language learning experience.

How can I support my child?

A positive attitude to other languages and cultures will go a long way to keeping your child interested in learning languages. In addition, you could:

- discuss the benefits of language learning
- encourage your child to have fun with languages – label household objects, look at interesting language websites, read cartoons in another language, etc.
- ask your child to teach you what s/he has learned in school
- challenge each other to find words in your first language that come from other languages
- look for words that come from other languages used in advertising and packaging or in magazines, films and television programmes

For more information, including case studies featuring language learners in Scottish primary and secondary schools, please visit the section of our website dedicated to parents and carers:

www.scilt.org.uk/LearnersParents.aspx

For more information on “A 1+2 Approach to Language Learning” visit the 1+2 section of our website:

www.scilt.org.uk/A12ApproachtoLanguageLearning.aspx

SCILT, Scotland's National Centre for Languages

Leading on Languages

www.scilt.org.uk
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A 1+2 Approach to Language Learning: Information for parents

We will introduce a norm for language learning in schools based on the European Union 1+2 model - that is we will create the conditions in which every child will learn two languages in addition to their own mother tongue. This will be rolled out over two Parliaments, and will create a new model for language acquisition in Scotland.

(Scottish Government manifesto commitment, 2011)



The Scottish Government's report "Language Learning in Scotland: A 1+2 Approach" was published in 2012. Local authorities and schools are now working towards implementation of the report. The aim is to enable children and young people to study two languages in addition to their mother tongue in all Scottish primary and secondary schools.

Why should my child learn other languages?

- More than 75% of the world's population does not speak any English at all. Having a grasp of other languages will enable your child to explore different cultures in more depth in order to become a true global citizen.
- Very importantly, the Scottish economy needs a workforce with relevant language skills. We must, therefore, ensure that young people leave school equipped with the skills for learning, life and work they will need for a successful future in a global society.
- Learning languages can be a fun and motivating experience. It gives learners a deeper understanding of how their own language works and develops their confidence and literacy skills.

References available from <http://bit.ly/1oAytUW>

When will my child start learning a second language?

The ambition of the 1+2 model is that, by 2020, all children will start learning an additional language throughout primary school. Their studies in this language will continue into secondary until at least the end of S3 with opportunities to continue into the senior phase of secondary school.

When will my child start learning a third language?

Your child will be given the opportunity to explore another additional language no later than P5. This could be done through project work or a block of learning that explores the culture and the language of a country. The language work will be in enough depth to allow learners to go beyond basic words and will encourage them to experiment with the language so they can progress their language skills.

What languages will my child learn?

Whatever languages your child's school chooses to offer will be decided by careful planning between both the primary and secondary schools and will consider the needs of learners in both sectors.

The language your child starts in P1 can be any language as long as the school cluster can offer progression into secondary school and to qualifications in the senior phase. This continuity will ensure that learners have the opportunity to develop their skills in enough depth to allow them to go on to gain an SQA qualification or award.

In order to encourage linguistic diversity, the third language can be an exploration of any language that fits the particular circumstances of your child's school; this could be Gaelic, Scots, French, German, Spanish, Mandarin, Russian, Polish, Urdu, Hindi, British Sign Language... the list goes on!

Ideally, secondary schools may also offer opportunities for learners to continue with the same third language they learned in primary and further progress their skills in that language. This could be done through master classes, projects, electives or a full course and could be offered as an option leading to an additional qualification in the senior phase.

Will my child be able to choose between the languages they have learned in primary school when they move to secondary?

It is possible that where primary schools have been able to offer a full, in-depth course in the third language from at least P5-P7, the secondary school may be able to offer your child a choice between the two languages.

My child's mother tongue is not English. Does the 1+2 approach apply?

Yes! The 1+2 approach applies to all young people in Scotland whatever their mother tongue. All language learning should be seen as important and should be recognised and celebrated as an achievement.

We have chosen Gaelic Medium Education (GME) for our child. Does 1+2 still apply?

In Scotland, children and young people can be educated in either English or Gaelic. If you have chosen a Gaelic medium school, then your child will be learning Gaelic through an immersion approach. That means that Gaelic will be the normal language of instruction in every classroom from P1 onwards. An additional language, such as French or Spanish, will be introduced no later than P5 in order to give your child the full entitlement to 1+2 languages. GME schools may even offer more language learning should they wish to do so.

What about learners with additional support needs (ASN)? How does 1+2 affect them?

All children and young people in Scotland, including those with ASN, have an entitlement to learn another language at whatever level is appropriate to their needs. Children with ASN will, of course, be entitled to support and an appropriate curriculum to help them overcome any barriers to their learning. Parents may wish to discuss this with their school as part of the normal review procedures for support planning.

To read about one Scottish pupil's language learning experience please follow this link:
www.down-syndrome.org/correspondence/196/

Will my child confuse the different languages they learn?

Effective language learning and teaching will encourage children and young people to use their literacy and language learning skills more effectively. Languages are interconnected; your child will be encouraged to see the links between languages and to recognise how languages work.

How will teachers fit language learning into the curriculum?

For some young people in Scotland, additional language learning from the early stages of primary school is already a normal part of life. Languages will be embedded in the work our children already do every day. They will use their language learning in the daily routine of the classroom as well as in projects with other curricular areas and in whole school celebrations. They will use a range of interesting, culturally relevant materials and technologies. As they progress, they will use their skills to make links with local and international partners.