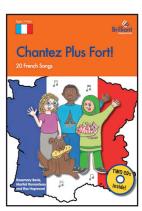


Links to Curriculum for Excellence: Modern Languages – Experience and Outcomes

Chantez Plus Fort!

20 French Songs



| | Cov | ered? |
|---------------------------|---|----------|
| TALKI | NG AND LISTENING | |
| Listening for information | | |
| 2-01a | I explore the patterns and songs of language through songs and rhymes and show understanding and enjoyment by listening, joining in and responding | ~ |
| 2-01b | I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression | ~ |
| 2-01c | I can listen to and show understanding of familiar instructions and language from familiar voices and sources | ~ |
| Listen | ing and talking with others | |
| 2-05a | I explore simple songs and rhymes and I enjoy learning with others as we talk and listen together | ~ |
| Using | knowledge about language | |
| 2-07a | I explore comparisons and connections between sound patterns in different languages through play, discussion and experimentation | ~ |
| 2-07b | I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts | ~ |
| READI | NG | |
| Findin | g and using information | |
| 2-08a | I work on my own and with others to understand text using appropriate resources, demonstrating my understanding by matching written words to pictures and by reconstructing the text in a logical sequence, for example | V |
| 2-08b | I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language | / |
| Readir | ng for interest and enjoyment | |
| 2-10a | I can choose and can read, on my own and with others, a variety of straightforward texts of different types, including non-fiction, short imaginative accounts, prose and poetry, which may have been adapted | ~ |
| Using | knowledge about language | |
| 2-11c | I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far | ' |

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