**F – 10 Sequence**

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
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| **Communicating** |  |  |
| **Socialising** |  |  |
| Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school | Socialise and build relationships with the teacher, peers and friends through the exchange of personal information relating to home and school environment, such as everyday routines | Socialise and maintain relationships with peers and the teacher by sharing information about their personal experiences and social activities |
| Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning | Participate in collaborative tasks and shared experiences that involve planning and simple transactional exchanges, such as playing games, role-playing dialogues, and preparing and presenting group work | Collaborate in group tasks and organise shared experiences that involve making suggestions and decisions and engaging in transactions |
| Participate in classroom activities and routines, such as opening and closing of lessons, responding to instructions and taking turns | Participate in everyday classroom activities, such as giving and following instructions, attracting the teacher’s attention and asking for repetition | Interact in classroom activities, such as creating and following shared rules and procedures, expressing opinions, and asking for and providing clarification |
| **Informing** |  |  |
| Locate and organise information from simple spoken, written and visual texts to identify details about people and objects | Locate and classify information relating to familiar contexts, routines and interests from spoken, written and visual texts | Listen to, view and read a range of texts to locate, classify and organise information relating to social and cultural worlds |
| Share information obtained from different sources, including online and digital sources, by listing, tabulating or sequencing information and using illustrations and gestures to support meaning | Present information relating to home, school, neighbourhood and leisure in a range of spoken, written and digital modes | Convey ideas and information on topics of interest and aspects of culture in different formats for particular audiences |
| **Creating** |  |  |
| Listen to, view and read to simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, dance, drawing and other forms of expression | Respond to imaginative texts, such as interactive stories and performances, identifying and describing characters, events, ideas and favourite elements | Share responses to a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, fables and films, by expressing opinions on key ideas, characters and actions, and making connections with own experiences and feelings |
| Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression | Create and perform short imaginative texts, such as dialogues or collaborative stories based on Arabic fables, using formulaic expressions and modelled language | Create and perform imaginative texts in print, digital or online formats, such as songs, stories, video clips or short plays, based on a stimulus, concept or theme |
| **Translating** |  |  |
| Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression | Translate and interpret words, expressions and sentences in simple English and Arabic texts, noticing similarities and differences or non-equivalence | Translate and interpret texts from Arabic into English and vice versa for peers, family and community, and identify words and expressions that may not readily correspond across the two languages |
| Create own representations of people or events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression | Produce bilingual texts and resources, including digital and online resources such as digital picture dictionaries, posters and signs, for their class and school community | Produce bilingual texts and resources such as displays, instructions and newsletters for own learning and for the school community, identifying cultural terms in either language to assist meaning |
| **Reflecting** |  |  |
| Describe the experience of using Arabic at home and at school, such as how it feels and the particular behaviours they associate with speaking Arabic | Reflect on their experiences when interacting in English and Arabic, observing differences in language use and behaviours | Reflect on their experiences of interacting in Arabic- and English-speaking contexts, discussing adjustments made when moving between languages |
| Identify themselves as members of different groups, including the Arabic class, the school, and their family and community, describing their roles within these different groups | Explore their own sense of identity, including elements such as family, background and experiences, and ways of using language in Arabic- and English-speaking contexts | Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication |
| **Understanding** |  |  |
| **Systems of language** |  |  |
| Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words | Recognise and reproduce Arabic pronunciation and intonation patterns using vocalisation and features of individual syllable blocks, and understand that in Arabic script, most letters change appearance depending on their position | Understand patterns of intonation and pronunciation, including the way vowels soften and extend sounds, and apply appropriate conventions to their writing |
| Recognise parts of speech and frequently used words in familiar contexts, and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms | Understand and use key grammatical forms and structures, such as basic pronouns and possessive pronouns, singular/plural forms of regular nouns and adjectives, and prepositions | Develop and apply understanding of verb conjugation, suffixes, basic conjunctions and a range of adjectives and adverbs to construct simple sentences |
| Recognise that language is organised as text, and that texts such as songs, stories and labels have different features | Understand that familiar spoken and written Arabic texts, such as conversations and stories, have particular features and structures relating to different purposes and audiences | Explore the structure and language features of spoken and written Arabic texts, such as news reports and conversations, recognising that language choices and the form of Arabic used depend on purpose, context and audience |
| **Language variation and change** |  |  |
| Recognise that there are variations in the language used by Arabic speakers in different situations, such as at home with family, and that the language used varies between different Arabic speakers | Understand that Arabic as a spoken language varies according to region and country and that meaning can be influenced by gestures, tone and purpose | Explore how language use differs between spoken and written Arabic texts, and depends on the relationship between participants and on the context of the situation |
| Recognise that Australia has speakers of many different languages, including Arabic, and that languages borrow words from one another | Recognise that languages change over time and influence one another | Explore the origins of Arabic and how it has been influenced by and influences other languages |
| **Role of language and culture** |  |  |
| Understand that the languages people use and the way they use them relate to who they are, where and how they live and what is important to them | Compare and reflect on cultural practices relating to ways in which language is used in various Arabic-speaking communities and in the wider Australian context | Explore how language use reflects particular value systems, attitudes and patterns of behaviour by comparing ways of communicating across cultures |

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| Achievement Standard |  |  |
| By the end of Level 2, students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions. They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق . They locate information about people, places and objects in simple texts, and share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ . They make simple statements about favourite elements in response to imaginative experiences, and create own representations of imagined characters and events, using illustrations, familiar language and non-verbal forms of expression. Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ جميل؛ نظيف؛ المدرسة؛ بيتي؛ أختي؛ صديقي يوم السبت؛ في الصباح؛ الأمس؛ كل يوم and sentence patterns in simple texts, such as أحب أن آكل.../ لا أحب أن....؛ أذهب إلى؛ أذهب مع؛ . They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , and use vocabulary and simple sentences to communicate information about themselves*,*their family and classroom, such as ذهب سمير إلى المدرسة؛ ذهبت لينا إلى البيت, applying basic rules of word order and gender*.*Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً؛. They describe their roles as members of particular groups, and share their feelings and ways of behaving as they use Arabic at home and in the classroom, such as .أنا سعيد؛ أحب أن أتكلم مع أمي بالعربي لا أفهم العربي كثيرا؛ أنا في فريق كرة القدم؛  Students identify letters of the Arabic alphabet and join some letters to form simple words. They identify features of familiar texts. They distinguish between the language spoken by different Arabic speakers in different situations, such as at home with family or at school with the teacher, for example, من فضلك؛ هل يمكن أن...؛ هل أقدر أن...؛ لوسمحت.... Students name some of the many languages that are spoken in Australia, including Arabic, and provide examples of simple words in Arabic that have been borrowed from English and vice versa. They identify how the ways people use language reflect where and how they live and what is important to them. | By the end of Level 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities, for example, عمري تسع سنوات؛ أنا مولود في أستراليا؛ أتيت إلى أستراليا وأنا صغير في الصباح أستيقظ باكراً؛ أنام في الساعة...؛ بعد المدرسة... في المساء... أذهب مع عائلتي إلى المتحف؛ البحر؛ الحديقة العامة؛ السوق؛ ألعب الرياضة بعد المدرسة؛ أحب كرة القدم؛ آخذ دروساً في الباليه. They use formulaic expressions when interacting, such as giving and following instructions, asking for repetition, planning shared activities and completing simple transactions, for example, من فضلك أريد المساعدة؛ أن أذهب إلى الحمام؟؛ هل أستطيع أن؛ من فضلك هل يمكن أن تعيد الكلمة؟ الجملة؟ ؛ . They use features of Arabic pronunciation and intonation when speaking and reading aloud. Students locate and classify information relating to familiar contexts and present it in modelled spoken, written and visual texts. They describe characters, events and ideas and express opinions about favourite elements in imaginative texts, and use formulaic expressions, for example,في يوم من الأيام؛ كان هناك , and modelled language to create short imaginative texts*.*They use vocabulary related to school, home and everyday routines, for example, الدراسة؛ التعليم؛ فروضي؛ مواد المدرسة؛ غرفة النوم؛ غرفتي/ غرفة أخي؛ المطبخ؛ الطابق العلوي أستيقظ من النوم؛ أتناول الفطور؛ أستقل الباص؛ أكمل واجبات المدرسة؛ أشاهد التلفاز؛ أقرأ الكتاب. Students use key grammatical forms and structures in simple spοken and written texts, such as word order, singular and plural forms of regular nouns and adjectives, personal and possessive pronouns, for example, كتاب/كتب؛ غرفة/غرف؛ صف/ صفوف؛ صديق/أصدقاء,أنتَ/أنتِ؛ هو/هي/هم؛ كتابي/ كتبي؛ غرفتي/غرفة أخي؛ مدرستي؛ مدرستنا , and prepositions such as في البيت؛ إلى المدرسة؛ بين الملعب والسّاحة؛ أثناء الدرس؛ بعد العشاء؛ قبل النوم. Students translate familiar and frequently used language relating to familiar environments and create simple bilingual texts for the classroom and school community. They describe how language involves behaviours as well as words and share their own experience as learners as they interact with others.  Students identify and use Arabic sound and writing patterns, for example أ؛ ئـ؛ ء؛ ؤ؛ والياء؛الألف المقصورة ى , including combining letters to form words, vocalisation, and features of individual syllable blocks such as التنوين: إشترى أبي بيتاً؛رأيت كلباً؛ في بيتي غرفٌ . آكل؛ آمل؛ آسف؛ They identify the features and structure of different types of texts, for example, العنوان؛ الحبكة؛ النهاية القافية؛ فعل الأمر؛ الجمل؛ القصيرة أدوات الحوار؛ الأدوار في الحوار؛ . They identify similarities and differences between various Arabic dialects and explain how meaning can be influenced by gestures and tone*.*Students provide examples of how the Arabic language has changed over time and identify words and expressions in Arabic that have emerged from contact with other languages and vice versa. They compare language use and cultural practices in Arabic-speaking communities and in the wider Australian context, identifying culture-specific terms and expressions, particularly those related to special occasions, for example, كيفية الإحتفال في المناسبات؛ زيارة الأهل في الأعياد؛ الإحتفال بأعياد الميلاد | By the end of Level 6, students use spoken and written Arabic to exchange personal information and describe people, places and ideas related to their personal experiences and social activities such as celebrations for example, أذهب مع عائلتي لزيارة جدي وجدتي في الأعياد؛ في العطلة الأسبوعية, sport (for example,أألعب رياضتي المفضلة مع أصدقائي بعد المدرسة في الحديقة العامة and other interests such as أشاهد أفلام الكارتون مع عائلتي في السينما؛ ألعب ألعاب إلكترونية. They make shared decisions, for example, أريد أن... , provide suggestions such as يمكن أن... , and complete transactions. When participating in classroom routines and activities, they follow shared rules and procedures, express opinions and ask for clarification, for example, حسنا؛ نعم ولكن؛ أعتقد أن...؛ ما معنى ... . Students use patterns of Arabic pronunciation and intonation when interacting. They locate, classify and organise information from a range of spoken, written and visual texts related to aspects of culture and lifestyle. They present ideas and information on topics of interest and aspects of culture in different formats for particular audiences. They respond to a range of imaginative texts by expressing opinions on key elements for example, من القصة نتعلم ال..., characters for example, أحب علاء الدين لأنه...؛ لا أحب الملك في الفيلم لأنه and actions for example, يجب على نيمو أن يسمع كلام أبيه, and making connections with own experience, for example أنا أيضا يجب أن...؛ أنا مثل... . They create and perform short imaginative texts based on a stimulus, concept or theme. They use a variety of tenses for example, الأفعال الماضية والمضارعة and apply verb conjugation for example,أكلتُ/أكلَ/أكلت, suffixes for example, أذهب/ يذهب/تذهب, basic conjunctions for example,و؛ أو and a range of adjectives for example, الصفة للمذكر والصفة للمؤنث للأشياء والأشخاص and adverbs for example, سريعاً؛ ليلاً؛ صباحاً؛ يوميًّاto construct sentences and to produce short texts. Students translate texts from Arabic into English and vice versa, identifying words that are not easily translated, such as أيفون؛ تلفاز؛ كومبيوتر , and create bilingual texts for their own learning and for the school community. They identify ways in which their own biography for example, السيرة الذاتية؛ الخبرات الخاصة, traditions for example, العادات العائلية والإجتماعية and beliefs for example, المعتقدات الخاصة impact on their identity and influence the ways in which they communicate in Arabic and English.  Students identify the role of vowels in softening and extending sounds and apply writing conventions to own constructions. They distinguish between the structure and features of different types of spoken and written Arabic texts and identify ways in which audience, context and purpose influence language choices and the form of Arabic used. They provide examples of how language use and ways of communicating vary according to the relationship between participants and the purpose of the exchange, for example, أنواع الجمل: الإسمية والفعلية؛ الترداد في بعض العبارات؛ طول الجمل والفواصل الشفهية فيها. They identify how languages influence one another, including the influence of indigenous languages of the Arabic-speaking world and regional languages such as Aramaic, Syriac, Phoenician, Persian, Kurdish and Turkish on Arabic, for example الأبجدية؛ المفردات المستعارة؛ أصل الكلمات. They give examples of how language use reflects particular value systems, attitudes and patterns of behaviour across cultures. |