

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

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

