

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Communicating		
Socialising		
Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play	Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home	Interact to share interests, leisure activities, feelings, opinions and preferences
Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song	Participate in collaborative action in class experiences and activities	Take action, make shared decisions and organise shared experiences
Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling	Participate in everyday transactions to obtain goods	Participate in simple transactions such as purchasing and ordering goods and services
Participate in classroom routines, games, instructions and shared activities	Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting	Interact in classroom activities and create shared class routines
Informing		
Locate specific items of information in texts using early literacy skills	Obtain and process factual information about people, routines, responsibilities and interests	Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas
Give factual information about known people, everyday objects, family celebrations and personal experiences	Give factual information about people, objects, places and events in texts supported by graphics or illustrations	Represent information appropriately for different audiences, using a variety of modes
Creating		
Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression	Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions	Share and compare opinions about ideas in imaginative texts
Create stories and perform imaginary experiences	Create short, simple imaginative texts for different audiences	Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events
Translating		
Share with others what they can express in Italian, and explain how meanings are similar or different	Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English	Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning
Create a personal or shared record of 'interesting' words in Italian	Create simple bilingual texts	Create simple bilingual texts and discuss what translates easily or not
Reflecting		
Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use	Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian	Compare everyday social experiences and related language use and consider own responses and reactions and those of others
Identify and describe aspects of self in relation to others	Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity	Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation
Understanding		
Systems of language		
Reproduce the sounds of the Italian language	Experiment with pronunciation and intonation and use rules of spelling	Develop pronunciation and intonation of Italian-specific sounds
Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives	Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms	Use grammatical knowledge, to interpret and create meaning in Italian
Understand that language is organised as texts	Recognise how grammatical structures are used to form simple texts	Notice and use distinctive features of text organisation in Italian
Language variation and change		
Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day	Understand that language use varies according to the participants' age, gender and relationship, and the context of use	Recognise that language use varies according to the contexts of situation and culture
Recognise that Italian and English borrow words from each other	Understand that languages change with use over time	Recognise the dynamic nature of language and culture
Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Understand that Italian is spoken in a variety of forms within and outside of Italy	Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society
Role of language and culture		
Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures	Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas	Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own

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Achievement Standard

By the end of Level 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate without always comprehending. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They rely on extensive paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Students recognise that Italian is the national language of Italy. They understand that the Italian alphabet has 21 letters. They are aware that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They understand that there are different ways of addressing friends, family and teachers/other adults. They begin to notice patterns in Italian words and phrases and make comparisons between Italian and English. They are aware of word borrowings and recognise that Italian words and expressions are often used in various English-speaking contexts. They make observations about similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

By the end of Level 4, students understand a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, often by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, often reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse.* Students understand short written texts and are beginning to read independently, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students recognise that language is used differently in different situations and contexts. They understand the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They build understanding of Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They notice similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They notice that there are cultural differences in ways of communicating and can describe similarities and differences between their own and other cultures.

By the end of Level 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They talk about aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più ...,penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No, non sono d'accordo! Hai ragione/torto.* They ask simple questions, for example, *Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. They display some consistency in the use of pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...* They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students have developed some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate some understanding of variation in language use, adapting language forms according to audience and context. They recognise and are comfortable with linguistic and cultural differences, understand the multilingual and multicultural character of Australian society, and have some awareness that dialects are spoken both in Italy and in Italian-speaking communities around the world. Through questioning and discussion they build intercultural understanding, participating in reflective and comparative work in Italian and English