

Communicating		
Socialising		
Interact with peers and teacher, using simple language and gestures for exchanges	Interact with peers and teacher to exchange personal information about everyday routines involving school and home environment	Initiate interactions and exchange information with peers, describing feelings and preferences, aspects of daily life, school, friends and hobbies
Participate in guided activities and simple exchanges using simple repetitive language	Participate collaboratively in shared class experiences which involve planning and simple transactional exchanges	Collaborate in group tasks and shared experiences which involve planning, making suggestions and completing transactions
Participate with teacher and peers in class routines and activities, such as following instructions and taking turns	Participate in everyday classroom activities, such as asking for permission, requesting help, asking how to say or write something, and praising or encouraging peers	Interact in class activities, using questions, statements and responses to enhance, demonstrate and share understanding
Informing		
Identify key words and information with guidance in simple written, spoken and visual texts	Locate key information about everyday contexts and routines from written, spoken and visual texts	Obtain, organise and compare information about aspects of daily life and significant events from written, spoken, or digital texts
Share and present information about self, family, friends and possessions, using modelled language	Convey information about self, others, home and school life, using simple statements and support materials such as photos, maps or charts	Convey and present information about aspects of personal world, through prepared texts such as diagrams, dialogues and timelines
Creating		
Participate in shared imaginative activities and respond through singing, chanting, play-acting and movement	Participate in shared imaginative activities and respond by acting out events, identifying favourite elements, and making simple statements about characters	Listen to, read and view imaginative texts and respond by expressing feelings and opinions about the storyline, themes and characters
Create captions to images for individual presentations and participate in shared performances and imaginative activities using familiar words, phrases and language patterns	Create and perform short spoken and written imaginative texts such as dialogues or collaborative stories, using formulaic expressions and modelled language	Create and perform imaginative texts such as stories, skits or rap, using familiar language
Translating		
Translate familiar words or phrases using visual cues or word lists, explaining the meaning of particular words or expressions	Translate and interpret words, phrases and sentences used in familiar environments such as school and home, recognising how they may have similar or different meanings to words in English or other known languages	Translate simple texts from the language being studied to English and vice versa, identifying words and expressions that do not always translate literally and may have more than one meaning
Create simple print or digital texts in the language and English, such as captions and labels, for the immediate learning environment	Create simple bilingual resources for familiar audiences	Create bilingual texts and learning resources for the school community
Reflecting		
Reflect on what sounds, looks or appears similar or different to own language and culture when interacting in the language being studied	Share own experiences of communicating in the language being studied, recognising how it involves behaviours as well as words	Engage in intercultural experiences, comparing ways of communicating in Australian and speaking contexts of the language being studied and identifying ways that culture influences language use
Describe aspects of self, such as family, school/class and language/s, recognising how these are part of one's identity	Interact with others, noticing how identity matters, such as use of terms of address, who and what is included and what language is used	Share experiences of learning and using the language being studied, and reflect on the effect of language learning on own identity
Understanding		
Systems of language		
Recognise and reproduce the sounds and letters of the alphabet of the language being studied, identifying how they are represented in words	Identify, pronounce and write the alphabet letters, recognising sound–letter relationships in the language being studied	Identify and reproduce, orally and in writing, key features of intonation and pronunciation, experiment with the spelling of common words and apply basic punctuation rules
Understand elements of grammar such as those related to questions, commands and short sentences and develop vocabulary to describe self, friends and family	Recognise and use elements of the language's grammar, such as word order, gender and singular/plural forms, to describe people, objects or events	Develop knowledge of grammatical elements to construct and expand sentences
Recognise features of familiar spoken, written and visual texts	Recognise the linguistic features and structures of different texts used in familiar contexts	Identify and use language features of different types of oral and written texts recognising that linguistic choices depend on audience and purpose
Language variation and change		
Recognise that the greetings and forms of address in the language being studied may vary according to such things as the time of day, age, gender and relationship of participants	Understand that the context and purpose of interactions influence language choices	Understand the importance of register in a range of contexts and situations, such as at home, at school or in more formal situations
Recognise that Australia has speakers of many different languages, including the language being studied, and that languages borrow words from each other and sometimes use the same alphabet symbols and vocabulary	Understand that languages may change over time and that they influence each other, recognising words in the language being studied that are derived from other languages	Explore the influence of the language being studied on the English language and how the language has been influenced by the impact of new technologies and knowledge
Role of language and culture		
Recognise that the languages people use reflect their culture, such as who they are, where and how they live, and find examples of similarities and differences between the language being studied and their own ways of communicating	Identify vocabulary, behaviours and expressions which reflect cultural values, beliefs and traditions to make connections between cultural practices and language use	Understand that language and culture are integral to identity and are reflected in communication styles

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Achievement Standard		
<p>By the end of Level 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and their family and exchange greetings, farewells, and express thanks. They use simple repetitive language when participating in shared activities and simple exchanges, respond to simple instructions and imitate frequently used classroom language. When speaking, they reproduce distinctive sounds and letters of the language being studied. Students identify specific words, such as names of people, places, or objects in simple spoken and written texts and respond to imaginative experiences. They present information about themselves, their family, friends and possessions using gestures and modelled language. They create simple texts, such as captions to images, using familiar words, phrases and sentence patterns. They use vocabulary related to their classroom and family. They recognise questions and commands and use short sentences with appropriate language structures to communicate about themselves, their family and classroom. They translate frequently used words and simple phrases relating to their immediate environment, using visual cues and identifying similarities and differences. They give examples of ways the language being studied sounds and looks different from other languages that they bring to the classroom. Students identify how letters of the language being studied alphabet are represented in words and read. They identify features of familiar texts, such as songs, labels and captions. They recognise that different titles and greetings are used to address people in different situations. They list the different languages that are spoken in Australia. They identify similarities and differences between the language being studied and their own language and culture.</p>	<p>By the end of Level 4, students interact with the teacher and peers to share simple information about aspects of their lives, such as school, home and everyday routines. They use formulaic expressions when participating in classroom routines, collaborative activities and simple transactional exchanges, such as praising and encouraging others, asking for assistance, seeking clarification, requesting permission. They use features of pronunciation when asking questions and making statements and exclamation, including use of the accent mark if applicable. Students locate information related to everyday contexts and routines and use simple statements and support materials to present information about themselves, others, home and school. They respond to imaginative texts by talking about favourite elements, acting out events and making simple statements about characters. They perform and create short imaginative texts, using formulaic expressions and modelled language. Students use vocabulary related to school, home and everyday routines and describe people, objects or events using adjectives and adverbs. They use appropriate grammar and syntax in simple spoken and written texts. They translate and interpret common words and frequently used language relating to familiar environments and create simple bilingual resources for the classroom, such as picture dictionaries and captions. Students identify and write letters of the alphabet of the language being studied, and recognise sound-letter relationships. They identify the structure and linguistic features of texts used in familiar contexts, such as stories, songs, recipes and conversations. They provide examples of how language use varies according to the context and the purpose of the exchange. They recognise that languages change over time, and that languages influence each other, providing examples of words in the language being studied that are borrowed from other languages. They compare the language being studied and English, identifying similarities and differences, particularly in vocabulary, behaviours and expressions related to cultural practices such as special occasions.</p>	<p>By the end of Level 6, students use the spoken and written language being studied to exchange personal information, describe feelings and express preferences. When participating in collaborative activities, transactions and classroom routines, they ask and respond to questions, plan collaboratively, and make suggestions and statements. When interacting, students use key features of pronunciation and intonation, including accents where appropriate. They obtain and compare information from a range of texts related to aspects of daily life and events. They present information about their personal world in different formats. They express their feelings about the storyline and characters encountered in texts and create and perform simple imaginative texts using familiar language. They use tenses in combination with appropriate grammatical elements to construct and expand sentences and apply basic rules of spelling and punctuation, such as question marks, capital letters, commas, exclamation marks and speech marks. They translate and interpret simple texts, identifying words that are not easily translated and create bilingual texts for the classroom and school community. They compare ways of communicating in the language being studied and English to identify similarities and differences and suggest how culture influences language use. Students identify and reproduce orally and in writing letters and sounds of the language being studied. They identify the relationship between language choices, and the audience and purpose of different text types. They describe the importance of register in different contexts and situations. They appreciate the dynamic nature of the language being studied, identifying changes that have occurred due to new technologies and knowledge. They describe ways that identity and the nature of communication are directly related to language and culture.</p>