

Communicating		
Socialising		
Participate in structured play and class activities, exchanging greetings and information about self, family and interests with peers and teacher	Share with peers and teacher information about aspects of students' personal world	Interact with peers to describe aspects of daily life, school, friends and pastimes
Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning	Contribute to class activities such as solving a problem or planning an event	Collaborate with peers to plan and conduct a shared event or activity
Participate with teacher and peers in class routines and activities	Respond to questions, instructions and requests, and participate in routine exchanges	Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences
Informing		
Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks	Obtain and share information from peers and texts related to family, home, routines and interests	Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures
Give factual information about self, family and significant objects using labels, captions and descriptions	Present information about school and neighbourhood using tables, lists and descriptions	Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports
Creating		
Participate in shared reading and play-acting, and respond through singing, chanting, action and movement	Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events	Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions
Use familiar words, phrases and patterns to create captions and participate in shared performances and games	Create texts such as dialogues and stories, using formulaic expressions and modelled language	Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme
Translating		
Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings	Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences	Translate texts from the language to English and vice versa, selecting from possible choices to create appropriate meanings
Create captions, labels and statements for the immediate learning environment	Produce texts such as descriptions and signs in both the language and English for the school community	Create for the school community simple bilingual texts such as reports, instructions and games
Reflecting		
Notice what may look or feel similar or different to own language and culture when interacting in the language being studied	Communicate in the language using routine phrases and expressions, recognising that such language reflects cultural practices and norms	Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments
Describe aspects of self, such as family, school/class, gender and language/s, noticing how these are part of one's identity	Interact with others and notice how identity is acknowledged, such as in use of terms of address, who and what is included, and what language is used	Share experiences of learning and using the language, and comment on aspects of the culture(s) studied that have been accepted or rejected and how this has impacted on the students' own identity
Understanding		
Systems of language		
Reproduce the sound and spelling of the letters and recognise that the language is written using the Roman alphabet	Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands	Notice pronunciation of the sounds of the language and the difference in pronunciation of loan words from English
Recognise questions, commands and simple sentences, and develop vocabulary for people, places and things in their personal world	Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary and grammatical elements related to personal and social world	Understand how to use prepositions, and continue to expand knowledge of verbs and vocabulary
Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions	Recognise that texts such as stories, games and conversations have particular features	Develop understanding of how the choice of text type influences the use of grammatical structures and rules
Language variation and change		
Recognise that ways of greeting and addressing others may change according to cultural norms	Understand that language may vary according to age, gender and social position, such as place in the family	Develop awareness that language use reflects different contexts, purposes and audiences
Develop awareness that languages borrow from each other	Recognise the areas of the world where the language is spoken	Recognise influences from other languages, such as regional and foreign languages
Role of language and culture		
Notice that the languages people use and the way they use them relate to who they are and where and how they live	Make connections between cultural practices and language use, such as specific vocabulary and expressions	Recognise that language and culture are integral to the nature of identity and communication

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Achievement Standard

By the end of Level 2, students interact with teachers and peers through play and action-related language. They use greetings and respond to instructions through actions. Students pronounce the sounds of the language. They recognise simple questions and can respond to them, in addition to names and numbers (up to ten). They listen to texts and identify specific words such as names of objects and people, and respond by acting or by drawing or labelling a picture. They read texts with the teacher and peers, and participate in songs and chants. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students recognise simple verbs and use pronouns to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated. They comment on aspects of using the language and express feelings about learning languages.

Students recognise that the language is written using the same alphabet as English but that many sounds are different. They know that they communicate in English (and possibly other languages) and they recognise that some words in the language are similar to English. Students identify some distinctive words in the language. They are aware that language and culture are related.

By the end of Level 4, students engage in classroom routines and structured interactions with teachers and peers. They reproduce a range of the sounds of the language. Students follow instructions, make requests and respond with actions. They respond to questions, often by using a simple phrase. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts such as descriptions, lists and tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school, home and some interests to create simple informative and descriptive texts. They describe amounts using cardinal numbers and create plurals. Students state preferences and use adjectives, including adjectives of size and colour. They create sentences, and use simple possessive structures and conjunctions. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence. They begin to observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate spoken statements from questions. They recognise that the word order in the language being studied differs from English. They understand that language use varies according to who is using it and with whom, and that some terms have specific cultural meanings. They make comparisons between the language and English, particularly noticing similarities and differences in cultural practices related to daily routines and special occasions.

By the end of Level 6, students use the language to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts such as descriptions and conversations to share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce the sounds of the language, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions, and interact spontaneously with peers in discussions on familiar topics. Students use a range of verbs. They use numbers, describe character and appearance and understand the use of word order. Students use possessive forms with some accuracy and describe events in time using numbers and days of the week. They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students comment on how experiences and cultural perspectives, including their own, influence people's assumptions and language use in intercultural interactions.

Students understand that they are studying a language system that has rules, and that some aspects are similar to English. They recognise features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students observe that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They recognise loan words from English and their distinctive spelling and pronunciation in the language being studied. They comment on similarities and differences between aspects of language and culture, such as celebrations, leisure, environment or pronunciation and intonation. Students understand that some terms and expressions reflect culture-specific practices and cannot be directly translated.