

Communicating		
Socialising		
Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school	Participate in conversations about themselves and others, everyday routines and events at school and in their local communities	Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others
Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making	Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items	Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition
Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns	Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language	Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback
Informing		
Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks	Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds	Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds
Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials	Convey information about their home, school and community using simple statements and support materials such as photos, maps or charts	Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts
Creating		
Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action	Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions	Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes
Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression	Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language	Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource
Translating		
Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages	Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages	Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently
Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards	Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community	Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers
Reflecting		
Notice how using Turkish and English involves some different ways of communicating and behaving	Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English	Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating
Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials	Explore their individual and group sense of identity and how this is expressed through the different languages they use	Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual
Understanding		
Systems of language		
Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /i/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language	Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns	Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making
Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences	Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation	Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject-verb agreements
Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes	Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English	Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences
Language variation and change		
Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations	Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents	Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience
Recognise that different languages, including Turkish, borrow words and expressions from each other	Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures	Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes
Role of language and culture		
Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices	Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages

Achievement Standard		
<p>By the end of Level 2, students interact with the teacher and peers to share information about themselves and to exchange greetings, for example, <i>Merhaba! Günaydın! Tünaydın! İyi günler! İyi akşamlar! İyi geceler! Hoşça kal! Güle güle! Hoş geldiniz! Hoş bulduk!</i> They describe familiar objects and experiences that are important to them, for example, <i>Benim bir köpeğim var. Onun adı Minnoş. Benim en sevdiğim oyuncak, Bugün benim doğum günüm</i>, and compare likes and dislikes, for example, <i>Ben çileği çok severim, Ben elmayı hiç sevmem</i>. They use repetitive language when participating in guided activities and use movement, gestures, pictures and objects to support meaning-making, for example, by singing and performing actions to songs such as <i>Mini mini bir kuş donmuştu</i>. They respond to familiar classroom routines, such as the opening and closing of lessons, and transition activities. They interact in classroom routines, by following instructions, for example, <i>Ayağa kalkın! Oturun! Konuşmak için elinizi kaldırın! Sıraya girin! Defterlerinizi açın, Tabletlerinizin ekranını açın</i>, and taking turns. When interacting, they reproduce the sounds of Turkish and use intonation to distinguish between questions, statements and exclamations, for example, <i>Geliyor musun? / Geliyorsun / Gelsene!</i> They locate key words and information in simple spoken and written texts, such as names of people, places, or categories of objects, for example, <i>meyveler, sebzeler, evcil hayvanlar, çiftlik hayvanları, vahşi hayvanlar</i>, and convey factual information about themselves, their family, friends and experiences, using gestures, support materials and simple statements such as <i>Bugün ben en sevdiğim oyuncakçı tanıtacağım</i>. They respond to imaginative experiences through singing, drawing, movement and action, and create and perform simple imaginative texts, such as adaptations to Turkish songs, puppet performances and texts such as <i>Keloğlan</i> stories, using familiar language and non-verbal forms of expression. Students use vocabulary related to familiar contexts, for example, <i>anne, kitap, kedi</i>, and cognates, such as <i>ev, okul, aile, hayvanlar</i>. They use simple sentences with appropriate word order to communicate information about themselves. Students translate the meaning of Turkish words, phrases and gestures used in everyday contexts and situations, and create simple print or digital texts that use both Turkish and English. They identify differences in the ways they communicate and behave in Turkish- and English-speaking contexts, and identify themselves as members of different groups, including the Turkish class, their family and community.</p> <p>Students identify the sounds of the Turkish language and Turkish spellings of specific phonemes, for example, <i>ı, ö, ü, ç, ğ, ş</i>. They identify parts of speech and basic rules of word order in simple sentences. They identify similarities and differences in features and structures of different types of familiar texts. They provide examples of different words, expressions and gestures that are used by speakers of Turkish to address and greet people in different contexts and situations. They identify words and expressions that different languages, including Turkish, have borrowed from each other. They identify how ways in which people use language reflect where and how they live and what is important to them.</p>	<p>By the end of Level 4, students interact with the teacher and peers to exchange information about themselves and others, everyday routines and events at school and in their local Turkish and multilingual communities. They ask and respond to questions to elicit information about each other, for example, <i>Kendini tanıtır mısın? Nerelisin? Ailen nereden geldi? Ben Türküm ve Avustralyalıyım. Ailem Avustralya'ya İzmir'den geldi</i> and identify wishes associated with events in their communities, for example, <i>Bayramınız kutlu olsun! Mutluluklar dilerim. Kınan kutlu olsun!</i> They compare preferences, for example, <i>Futbol yerine tenis oynamak istiyorum</i> and exchange simple written forms of social correspondence, such as invitations, messages for birthdays, Mother's and Father's Days, religious celebrations and national days, for example, <i>Bayramınız mübarek olsun! 23 Nisan Ulusal Egemenlik ve Çocuk Bayramınız kutlu olsun! Anneler günün kutlu olsun!</i> They use formulaic expressions to participate in shared tasks, activities and transactional exchanges such as working together to organise an event, for example, <i>Doğum günü davetiyesini kim yazacak? Ben pastayı getiririm</i>. They use modelled language to interact in classroom routines, such as responding to questions, directions and requests, for example, <i>Bugün hava nasıl? Bugün hava güneşli ve sıcak! Bugün önce birlikte bir kitap okuyacağız, sonra bir oyun oynayacağız</i>, asking for help or permission, for example, <i>Anlayamadım, tekrar eder misiniz? Bu kelime nasıl okunur?</i>, attracting attention and rehearsing new language. When interacting, they use Turkish pronunciation and intonation and apply the vowel harmony rule to high-frequency words. Students locate and organise key points of information in different types of spoken, written and visual texts relating to personal, social and natural worlds and, with the assistance of support materials such as photos and maps, present information about home, school and community. They respond to imaginative texts by making simple statements about favourite elements and acting out key events and interactions. They create simple imaginative texts using formulaic expressions and modelled language. Students use key grammatical forms and structures, such as verbs, adjectives and adverbs, to describe and elaborate on action, places and people, for example, <i>mavi köşkte, Kısa saçlı biriydi, Çok dikkatli yürü and Dün sabah geldi</i> and conjunctions to link ideas. They express facts using simple present and past tense suffixes, and use negation and affirmation suffixes to form simple sentences, for example, <i>biliyorum/ bilmiyorum, okur/okumaz, uyudu/uyumadı, geleceğim/gelmeyeceğim, gitmiş/gitmemiş</i>. They translate and compare common Turkish and English expressions, words or gestures and create simple bilingual texts for the classroom and community. Students describe similarities and differences in ways of using language and interacting with people when communicating in Turkish and English, and identify how their individual and group sense of identity is expressed in the languages they use.</p> <p>Students identify Turkish sound and writing patterns to pronounce and spell high frequency words. They use simple metalanguage such as <i>isimler, fiiller, sıfatlar, zarflar, ekler- ismin halleri, zamirler</i> to talk about language. They identify ways that the features of texts differ according to mode and context, and compare Turkish texts with similar texts in English. They provide examples of how language use varies according to age, gender and social position, for example, <i>lütfen yapmayın/yapmasana!/yapma!</i>, and identify regional differences in language use, including dialects and accents. They identify how languages change over time, providing examples of Turkish words borrowed from other languages such as English and vice versa. They make connections between Turkish language and culture, identifying culture-specific terms, expressions and gestures.</p>	<p>By the end of Level 6, students use spoken and written Turkish to interact by sharing ideas and experiences, for example, <i>23 Nisan Ulusal Egemenlik ve Çocuk Bayramında ben şiir okudum. Ramazan Bayramında dedem bana harçlık verdi</i>. When interacting, they show interest and respect for others by actively listening and providing feedback, for example, <i>Siz ne düşünüyorsunuz? Evet! Tabii ki. İlginç! Sen ne dersin?</i> They use action-oriented language to make shared arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, for example, <i>Ben ne yapabilirim? Sen not alır mısın? Cevapları maddeler halinde yazsak daha iyi olur</i>. and seek clarification, for example, <i>Bu sayfayı mı okuyacaktık?</i> They use evaluative language to reflect on learning activities and to provide each other with feedback, for example, <i>Süper, harika, mükemmel, unutma, çok zor</i>. Students use specific features of pronunciation, intonation and stress when interacting. They locate, classify and compare information about their physical environment and social and cultural worlds from a range of sources in different modes. They present information about aspects of language and culture in different formats selected to suit audience and context. They respond to a range of imaginative texts by identifying and sharing opinions on key elements such as storylines, characters, messages and themes, for example, <i>Ben ... çok beğendim çünkü ..., ... hiç sevmedim, Çok üzücüydü</i>, and create and perform short imaginative texts based on a stimulus, concept or theme. When constructing texts, students use grammatical features of spoken and written language, such as negative and interrogative sentence structures, for example, <i>Ramazan Bayramı'nda tüm okullar tatile girmeyecek</i>; conjugations of verbs, for example, 'oku-mak': <i>oku-r-um, oku-r-sun, oku-r oku-r-uz, oku-r-sunuz, oku-r-lar; And oku-yor-um, oku-yor-sun, oku-yor, oku-yor-uz, oku-yor-sunuz, oku-yor-lar</i>; and subject-verb agreement. When writing, they apply appropriate spelling and punctuation to a range of sentence types. Students translate simple texts from Turkish into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts and resources for their own language learning and to support interactions with non-Turkish speakers. Students identify ways in which their bilingual and bicultural experiences impact on their identity and influence how they communicate in Turkish and English.</p> <p>Students apply their knowledge of vowels, consonants and suffixes to form new words, for example, <i>kapkaççı, bankacı, yolcu, oduncu; sokak+-da=sokakta, süt+-de= sütte</i>, and identify how vowel length and accent affect the meaning of words, for example, <i>hala-hâlâ</i> and <i>kar-kâr</i>. They distinguish between the structure and features of different types of texts and identify ways that texts create effects to suit different audiences. They give examples of how language use and ways of communicating vary according to the degree of formality and context, purpose and audience, for example, <i>gelir misiniz lütfen?/gelin lütfen</i>. Students provide examples of influences on the Turkish language over time, including the influence from other languages and cultures, for example, <i>e-posta, yazıcı, tarayıcı, çevrimiçi</i>. They explain how language use is shaped by values and belief systems, and identify why these may be interpreted differently by speakers of other languages.</p>