

Communicating		
Socialising		
Interact with peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes	Share with peers and the teacher information and experiences relating to self, family and friends	Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities
Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language	Participate in collaborative tasks that involve planning and simple transactions	Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions
Interact in classroom routines and activities by responding to questions, following instructions and asking for permission	Participate in everyday classroom activities by seeking clarification, advice and help from others	Engage in classroom interactions by asking and responding to questions and expressing opinions
Informing		
Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts	Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts	Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts
Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning	Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal	Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences
Creating		
Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions	Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events	Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events
Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression	Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports	Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts
Translating		
Translate and interpret familiar Vietnamese words, phrases and expressions	Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions	Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate
Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources	Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community	Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms
Reflecting		
Share opinions and ways of behaving when using Vietnamese in home and school contexts	Reflect on their experiences when interacting in English and Vietnamese, identifying differences in language use and behaviours	Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages
Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups	Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- 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 sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols	Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers	Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts
Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences	Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession	Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place
Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types	Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters	Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience
Language variation and change		
Recognise that there are variations in the way Vietnamese speakers greet and address different people	Explore how language use varies according to the age, gender and relationship of participants and the context	Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery
Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia	Recognise that languages change over time and influence one another	Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam
Role of language and culture		
Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them	Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English	Understand that language use is shaped by the values and beliefs of a community

Achievement Standard

By the end of Level 2, students interact with the teacher and peers through action-related talk and play. They introduce themselves and others, and express thanks, likes and dislikes, needs and wishes, for example, *Tôi tên là Lan. Cảm ơn bạn. Tôi thích/ không thích ... Tôi muốn ăn cơm. Chúc bạn sinh nhật vui vẻ.* They use modelled repetitive language when participating in games and shared activities, and interact in classroom routines by responding to questions, following instructions and asking for permission, for example, *Đạ, em xong rồi. Các em hãy đọc theo cô. Thưa cô cho em đi uống nước.* When interacting, they use the sounds and tones of Vietnamese and distinguish between questions, such as *Ai? Ở đâu? Khi nào? Có... không?*, and commands, for example, *Đứng lên.* They identify information and key words, such as names of people, for example, *cô An, bạn Hải*; places, for example, *trường, lớp*; or objects, for example, *cái bàn*; and convey information about themselves and their family, friends and school using modelled sentences and illustrations. They respond to imaginative experiences through miming, acting, and answering questions, and create and perform simple imaginative texts using familiar language and non-verbal forms of expression. Students use familiar vocabulary related to the classroom and home environment. They use simple sentences with appropriate word order to communicate information about themselves, for example, *Tôi bảy tuổi*, their family and the classroom, for example, *Đây là gia đình tôi/ lớp tôi.* Students translate frequently used words and simple phrases and create simple bilingual texts for the immediate learning environment. They describe the experience of using Vietnamese and identify their roles as members of different groups, including the Vietnamese class and their family and community. Students identify the sounds and tones of the Vietnamese language in words and symbols. They identify similarities and differences between different types of familiar texts. They provide examples of the different titles and greetings that are used to address people in different situations. Students name some of the many languages used in Australia, identifying Vietnamese as one of the major community languages. They identify how the ways in which people use language reflect where and how they live and what is important to them.

By the end of Level 4, students use Vietnamese to interact with the teacher and peers to exchange information and experiences relating to themselves, their family and friends. They use formulaic expressions to participate in simple transactional exchanges and collaborative activities, and to seek clarification, assistance or advice in everyday classroom routines, for example, *Làm ơn cho biết.* When interacting, they use features of Vietnamese pronunciation, including tones, vowels and consonants. Students locate information relating to familiar contexts and present it in modelled spoken, written and visual texts. They respond to imaginative texts by identifying favourite elements and making simple statements about settings, characters or events, and create simple imaginative texts using formulaic expressions and modelled language. Students use common action verbs (for example, *đi, ăn, ngủ, chơi, chạy, nói, cười, làm, học*), adjectives (for example, *đẹp, xấu, tốt, đen, đỏ*) and adverbs (for example, *nhanh, chậm, hay, giỏi*), to create short, simple sentences about their routines and interests. They use vocabulary related to school, home and everyday routines. They use appropriate word order and personal pronouns in simple spoken and written texts, for example, *Đây là con mèo con của tôi/anh/em/cháu.* They translate and compare common Vietnamese and English expressions and create simple bilingual texts for classroom use. Students describe how language involves behaviours as well as words and share their experiences of communicating in Vietnamese- and English-speaking contexts.

Students identify the tones of the Vietnamese language and use tone markers when writing. They identify the features and purpose of a range of familiar texts. They provide examples of how language use varies according to the participants, social context and situation (for example, *cho em/tặng bạn/biểu bà một món quà*), and identify differences between ways of showing politeness in Vietnamese- and English-speaking contexts. They identify how languages change over time, providing examples of Vietnamese words borrowed from other languages such as English and French. They compare Vietnamese and English language use and cultural practices, identifying culture-specific terms and expressions.

By the end of Level 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, *Bạn thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và bổ.* Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, *đen như mực, hiền như Bụt, có công mài sắt có ngày nên kim*), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as *và, hay/hoặc, vì, nhưng, nên.* When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *buổi, cuối, đuối, tuổi, chuối*), and identify how changes to pitch affect the meaning of words, for example, *thương, thường, thườg, thượn.* They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, *Chào các bạn. Kính thưa thầy/cô.* Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bố/ba, mẹ/má, cái thia/cái muống, Em tên gì?/Em tên chi? Đi đâu?/Đi mô?* They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations.