Languages – Spanish scope and sequence: F–10 Sequence, Foundation to Level 10

| **Foundation to Level 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Level 2, students identify the different sounds and rhythms of the Spanish language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Spanish through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Spanish sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Spanish. They expand their repertoire of Spanish words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Spanish using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Spanish language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.Students explore and recognise the influence of culture on language and identity. They recognise that Spanish is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).  | By the end of Level 4, students use Spanish to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.Students imitate the sound combinations and rhythms of spoken Spanish. They demonstrate their understanding that Spanish has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Spanish and make comparisons between Spanish and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 6, students initiate and use strategies to maintain interactions in Spanish that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Spanish or English, adjusting their responses to context, purpose and audience. Students use modelled structures when creating and responding in Spanish. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Spanish and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity. | By the end of Level 8, students initiate and maintain Spanish-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.Students apply the conventions of spoken Spanish and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Spanish text, using some metalanguage. They reflect on how the Spanish language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. | By the end of Level 10, students contribute to and extend interactions in Spanish in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.Students incorporate the features and conventions of spoken Spanish to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Spanish texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Spanish to evaluate how this learning influences their ideas and ways of communicating. |
| Content descriptions |
| Strand: Engaging with Spanish Language and Culture |
| Sub-strand: Engaging with Spanish language |
| *Students learn to:* |
| notice that Spanish looks and sounds different to other languagesVC2LS2E01 |  |  |  |  |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LS2E02 |  |  |  |  |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrasesVC2LS2E03 |  |  |  |  |
| Sub-strand: Engaging with Spanish culture |
| *Students learn to:* |
| explore connections between language and culture through play and/or imaginationVC2LS2E04 |  |  |  |  |
| Strand: Communicating Meaning in Spanish |
| Sub-strand: Interacting in Spanish |
| *Students learn to:* |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LS2C01 | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressionsVC2LS4C01 | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environmentVC2LS6C01 | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to othersVC2LS8C01 | initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to othersVC2LS10C01 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LS2C02 | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures VC2LS4C02 | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LS6C02 | use language to negotiate and problem-solve collaboratively to plan projects and eventsVC2LS8C02 | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiencesVC2LS10C02 |
| Sub-strand: Mediating meaning in and between languages |
| *Students learn to:* |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LS2C03 | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal textsVC2LS4C03 | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purposeVC2LS6C03 | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audienceVC2LS8C03 | interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LS10C03 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Spanish through play, and discover how languages influence each otherVC2LS2C04 | develop strategies to comprehend and produce Spanish, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LS4C04 | apply strategies to interpret and convey meaning and/or intercultural understanding in Spanish in familiar non-verbal, spoken and written contextsVC2LS6C04 | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contextsVC2LS8C04 | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LS10C04 |
| Sub-strand: Creating text in Spanish |
| *Students learn to:* |
| create spoken and written texts using words, familiar phrases and modelled languageVC2LS2C05 | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LS4C05 | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text typeVC2LS6C05 | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and contextVC2LS8C05 | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiencesVC2LS10C05 |
| Strand: Understanding Language and Culture |
| Sub-strand: Understanding systems of language |
| *Students learn to:* |
| imitate the pronunciation and intonation of spoken Spanish, and understand how sounds are producedVC2LS2U01 |  |  |  |  |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrasesVC2LS2U02 |  recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LS4U01 | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LS6U01 | apply conventions of spoken Spanish to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LS8U01 | apply features and conventions of spoken Spanish to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LS10U01 |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in SpanishVC2LS2U03 | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaningVC2LS4U02 | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LS6U02 | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LS8U02 | apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LS10U02 |
| identify that written and spoken Spanish has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LS2U04 | recognise and compare familiar Spanish language structures and features with those of English and/or other languages, using simple metalanguageVC2LS4U03 | compare Spanish language structures and features with those of English and/or other languages, using familiar metalanguage VC2LS6U03 | reflect on the structures and features of Spanish, and compare them with English and/or other languages, using some metalanguageVC2LS8U03 | reflect on and evaluate Spanish texts, using metalanguage to analyse language structures and featuresVC2LS10U03 |
| Sub-strand: Understanding the interrelationship of language and culture |
| *Students learn to:* |
| reflect on how language, culture and identity are interconnected and discuss how Spanish-speaking communities are similar to or different from othersVC2LS2U05 | identify connections between personal identity, language and aspects of cultureVC2LS4U04 | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communicationVC2LS6U04 | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LS8U04 | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LS10U04 |
| identify where Spanish is used around the world and recognise that there are many different languages spoken in communities throughout AustraliaVC2LS2U06 |  |  |  |  |