Languages – Roman Alphabet Languages scope and sequence: Levels 7 to 10 Sequence

| **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard |
| By the end of Level 8, students use the target language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in the target language or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences, grammatical structures and some textual conventions to create texts in the language appropriate to audience. Students begin to use pronunciation, intonation and rhythm in the spoken language to develop fluency. Students recognise how tone or accent marks (if relevant) may affect pronunciation and meaning. They demonstrate understanding that the language has conventions for non-verbal, spoken and written communication. They comment on aspects of the target language and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity. | By the end of Level 10, students initiate and sustain use of the target language to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in the target language or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written language to create texts.Students apply features and conventions of the spoken target language to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of texts in the target language using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning the target language, to discuss how this influences their ideas and ways of communicating. |
| Content descriptions |
| Strand: Communicating Meaning in the Language |
| Sub-strand: Interacting in the language |
| *Students learn to:* |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worldsVC2LR8CM01 | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worldsVC2LR10CM01 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interestsVC2LR8CM02 | use the target language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LR10CM02 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environmentVC2LR8CM03 | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peersVC2LR10CM03 |
| Sub-strand: Mediating meaning in and between languages  |
| *Students learn to:* |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LR8CM04 | interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audienceVC2LR10CM04 |
| develop and apply strategies to interpret and respond to texts in the target language, and to convey meaning and intercultural understanding in the language in familiar contextsVC2LR8CM05 | apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contextsVC2LR10CM05 |
| Sub-strand: Creating text in the language |
| *Students learn to:* |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventionsVC2LR8CM06 | create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiencesVC2LR10CM06 |
| Strand: Understanding Language and Culture |
| Sub-strand: Understanding systems of language |
| *Students learn to:* |
| recognise and apply the sounds and conventions of the spoken target language to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contextsVC2LR8UL01 | apply features and conventions of the spoken language to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contextsVC2LR10UL01 |
| apply understanding of the Roman alphabet, tone or accent marks (if relevant) and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LR8UL02 | apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LR10UL02 |
| compare the structures and features of the target language with English and/or other languages, using some metalanguageVC2LR8UL03 | reflect on and evaluate texts using metalanguage to discuss language structures and featuresVC2LR10UL03 |
| Sub-strand: Understanding the interrelationship of language and culture |
| *Students learn to:* |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and valuesVC2LR8UL04 | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LR10UL04 |