Languages – Roman Alphabet Languages 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 target 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 the language through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that the sounds of the language are represented by letters, which may have tone or accent marks, and they can match these with words, copying and 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 language. They expand their repertoire of words and phrases in the target language through listening, viewing 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 the target language using simple metalanguage. They start to develop written competence by copying letters, including those that may have tone or accent marks, to form 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 spoken and written 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 the target language 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 the target language 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 the spoken language. Students recognise how tone or accent marks (if relevant) may affect pronunciation and meaning. They demonstrate their understanding that the target language 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 the language and make comparisons between the target language and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ cultural identity. | | By the end of Level 6, students initiate and use strategies to maintain interactions in the target language that are related to their personal worlds and school environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share and discuss information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in the language or English, adjusting their response to suit purpose.  Students use modelled structures when creating and responding in the target language. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts, and using 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 the target language 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 target language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use the target language 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 the spoken language and continue to enhance 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 text in the language, using some metalanguage. They reflect on how the 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 the target language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret and evaluate information, ideas and perspectives in texts. They contribute to discussions involving diverse views, negotiate outcomes and compare experiences. They demonstrate 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 features to enhance meaning and cohesion.  Students incorporate features and conventions of the spoken language 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 target language texts using metalanguage. They reflect on their own cultural perspectives and identify and draw on their experience of learning the language to evaluate how this learning influences their ideas and ways of communicating. | |
| Content descriptions | | | | | | | | |
| Strand: Engaging with the Language and Culture | | | | | | | | |
| **Sub-strand: Engaging with the language** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| notice that the target language looks and sounds different to other languages  VC2LR2E01 | |  | |  | |  | |  | |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LR2E02 | |  | |  | |  | |  | |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LR2E03 | |  | |  | |  | |  | |
| **Sub-strand: Engaging with the culture** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| explore connections between language and culture through play and/or imagination  VC2LR2E04 | |  | |  | |  | |  | |
| Strand: Communicating Meaning in the Language | | | | | | | | |
| **Sub-strand: Interacting in the language** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LR2C01 | | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LR4C01 | | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LR6C01 | | initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LR8C01 | | 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 others  VC2LR10C01 | |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LR2C02 | | participate in activities that involve expressing interests and exchanging information with others, using a range of familiar phrases and modelled structures  VC2LR4C02 | | participate in activities that involve discussion and planning with others, using language that expresses information, preferences and ideas  VC2LR6C02 | | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LR8C02 | | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LR10C02 | |
| **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 phrases  VC2LR2C03 | | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LR4C03 | | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LR6C03 | | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LR8C03 | | 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 audience  VC2LR10C03 | |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in the target language through play, and discover how languages influence each other  VC2LR2C04 | | develop strategies to comprehend and produce the target language, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LR4C04 | | apply strategies to interpret and convey meaning and/or intercultural understanding in the target language in familiar non-verbal, spoken and written contexts  VC2LR6C04 | | apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LR8C04 | | apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LR10C04 | |
| **Sub-strand: Creating text in the language** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| create spoken and written texts, copying letters, including those that may have tone or accent marks, as appropriate, and using words, familiar phrases and modelled language  VC2LR2C05 | | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LR4C05 | | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LR6C05 | | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LR8C05 | | create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LR10C05 | |
| Strand: Understanding Language and Culture | | | | | | | | |
| **Sub-strand: Understanding systems of language** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| imitate the pronunciation and intonation of the spoken language, and understand how sounds are produced  VC2LR2U01 | | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LR4U01 | | apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm in words, phrases and sentences  VC2LR6U01 | | apply conventions of the spoken target language to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LR8U01 | | apply features and conventions of the spoken target language to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LR10U01 | |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LR2U02 | | recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LR4U02 | | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LR6U02 | | apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LR8U02 | | 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 type  VC2LR10U02 | |
| recognise and explore how the Roman alphabet, including letters that may have tone or accent marks, and features of language are used to construct meaning in the target language  VC2LR2U03 | | recognise and compare familiar structures and features of the target language with those of English and/or other languages, using simple metalanguage  VC2LR4U03 | | compare structures and features of the target language with those of English and/or other languages, using familiar metalanguage  VC2LR6U03 | | reflect on the structures and features of the target language, and compare them with English and/or other languages, using some metalanguage  VC2LR8U03 | | reflect on and evaluate texts in the target language, using metalanguage to analyse language structures and features  VC2LR10U03 | |
| identify that the target language has grammatical structures and other written and spoken language features that may be similar to or different from English and/or other languages  VC2LR2U04 | |  | |  | |  | |  | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | | | | | | | | |
| *Students learn to:* | | | | | | | | | |
| reflect on how language, culture and identity are interconnected and discuss how communities of speakers of this language are similar to or different from others  VC2LR2U05 | | identify connections between personal identity, language and aspects of culture  VC2LR4U04 | | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal, non-verbal and written communication  VC2LR6U04 | | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LR8U04 | | reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LR10U04 | |
| identify where the target language is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LR2U06 | |  | |  | |  | |  | |