



IMMANUEL
Gawler

LOCAL • GLOBAL • CONNECTED

A primary school of the Lutheran Church

Statement of Practice

Language

BELIEFS ABOUT LANGUAGE

At Immanuel Gawler, we value language as the key to communication, to learning, to thinking and understanding. As we are a school offering the IB Primary Years Program, our statements on language learning have been influenced significantly by the PYP and this statement has drawn on content from *Making the PYP Happen* and its statements on Language in the PYP.

We recognise that learners approach language learning (and all learning) from a variety of backgrounds, experiences and abilities. Consequently, students in PYP schools have very different language profiles. Learners construct meaning through their learning experiences and language plays a key role in this. Language learning must therefore be responsive to the needs of learners

The PYP describes language learning as involving a number of components:

- Learning language, where learners use language in interactions
- Learning about language, where learners grow in understanding of how language works
- Learning through language, where learners use language as a tool to listen, think, discuss and reflect on ideas, information and issues

GOALS OF THE LANGUAGE PROGRAM

The language program at Immanuel Gawler aims to develop in students:

- An ability to speak, listen, view, present, read and write with purpose and confidence in a range of contexts
- An understanding of how language works, including a knowledge of linguistic features and structures of Standard Australian English
- An appreciation of other languages and cultures and an understanding of how language works when applied to other languages, particularly our two focus languages
- A knowledge and appreciation of a range of literature, in various genres, styles and mediums, and a capacity to relate this literature to aspects of contemporary society and personal experience in order to make sense of the world
- The capacity to discuss and analyse texts and language critically and with appreciation and understanding
- A knowledge of the ways in which textual interpretation and understanding may be influenced by cultural, societal, geographical and personal differences
- The capacity to develop reasoned arguments about interpretation and meaning.
- The knowledge of the processes required to construct, access and critically analyse visual, written and digital information
- The understanding of language as a major means of reflection
- The ability to communicate across cultures and an understanding of, and respect for, diversity and difference.

SCHOOL LANGUAGE PROFILE

Immanuel Gawler is located in the heart of the town of Gawler, in an area which is largely European and English speaking with significantly higher percentages of English, Australian, Irish and Scottish ancestry.

Generally and comparatively the population of the school is quite mono-cultural, reflecting the cultural and language background of the local community. We have relatively small numbers of students with English as an additional language or dialect (EALD), with around 3% of the total school population identifying as coming from a non-English language background and a significant

number of these from families whose primary language at home is English. There are however, significantly larger numbers of families where parents have come from a non-English speaking household but speak English as the primary language at home. There is a small percentage of Aboriginal students at the school, with around 4% of the total school population being Aboriginal Australians. Staff at the school come from English speaking households, with a significant percentage (about 30%) having German ancestry.

LANGUAGE LEARNING, MOTHER TONGUE AND STUDENTS WITH ENGLISH AS A SECOND LANGUAGE

Mother tongue refers to the student's first language or the language most frequently spoken at home. *Making the PYP Happen* highlights the development of mother-tongue language as crucial for cognitive development and maintenance of cultural identity. Development of mother tongue language has the potential to increase intercultural awareness and understanding, and enables students to remain in touch with, and maintain esteem for, the language, literature and culture of their home country. The PYP emphasizes the value of promoting respect for differences between languages and dialects.

Information on students with English as a second language and mother tongue is collected when students are enrolled. Information on students with English as a second language and mother tongue is collected when students are enrolled. This information is stored on the school's digital records, where it is accessible to all staff. Teachers will use this information to provide support to students with English as a second language.

Immanuel Gawler will provide support to students with English as a second language through a variety of means. These will include:

- Communication with parents/caregivers about student language needs and ways the school can assist with helping students to develop mother tongue language.
- Identifying students requiring support with English through standardised testing.
- Formalisation of support for students through development of an Individual Needs Summary for students not proficient in English.
- Communication with specialist teachers about student language needs.
- Support for teachers in working with students with English as a second language.
- Valuing of second language through providing opportunities to share their language and culture with members of class and wider school community.
- Providing opportunities for students with English as a second language to meet together, learn about their home cultures and language and share with others.
- Provision of resources where available to assist parents and students to develop mother tongue language.
- Tracking student development in English and supporting teachers in tracking student development.
- Development of an Individual Needs Summary for all Aboriginal and Torres Strait Islander students and for students with English as an additional language (if necessary), and providing opportunities for them to develop understanding of their language and culture and share their language and culture with members of their classes and the wider school community.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Part of valuing the learning of language is providing the opportunity for students to learn about language and to learn more than one language. The school's statement of practice for LOTE and the LOTE scope and sequence is outlined in a separate section in this document.

STUDENTS WITH LANGUAGE LEARNING DIFFICULTIES

As part of providing an inclusive education in language, Immanuel Gawler is committed to supporting students with language learning difficulties.

Screening and testing is carried out in the early years to identify students at risk for early language learning intervention.

Students with language learning difficulties are supported by:

- In class differentiation, where teachers modify tasks or provide support as required.
- Additional support from Lutheran Schools Officers (LSOs) in class or in small groups.
- Withdrawal from class and participation in specific language and literacy programs with LSOs or the Learning Support Coordinator.
- More intensive small group work with the Learning Support Coordinator.
- Targeted intervention takes place through development of a Personal Learning Plan (PLP) or Individual Needs Summary (INS).

The school's learning support handbook provides further information on language support.

ENGLISH

The Australian Curriculum sets out the importance of the study of English for the learning and development of all young Australians. It highlights the role of English learning for Australian students in creating confident communicators, imaginative thinkers and informed citizens. The study of English enables individuals to learn to analyse, understand, communicate and build relationships with others and with the world around them. It also plays a key role in the development of reading and literacy skills which in turn help in the development of the knowledge and skills required for education, training and the workplace. In addition it provides the opportunity for students to become ethical, thoughtful, informed and active members of society.

English is the language of instruction at Immanuel Gawler and language learning is guided by the Australian Curriculum: English in addition to the PYP Language scope and sequence. The Australian Curriculum: English organises the content of the English curriculum according to the strands of language, literature and literacy. The English Achievement Standard is organised into Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating).

The Australian Curriculum Achievement Standard for English aligns closely with the PYP Language strands: Oral language – listening and speaking; Visual language – viewing and presenting; Written language – reading; and Written language – writing.

READING

WEEKLY TIME ALLOCATION (in minutes)

	F	1	2	3	4	5	6/7
Morning reading	20 x4	20 x4	20 x4	20 x4	20 x4	20 x4	20 x4
Reading oral skills and comprehension	60	60	60	120	120	60	60
Teacher modeled reading (reading to the class)	30	30	45	45	30	30	30

At Immanuel Gawler we believe that reading is best learnt through explicit teaching of specific reading skills, repetitive practice of reading and opportunities to read for enjoyment.

To that end we agree our approach to teaching reading will reflect the following practices:

Reading to start the day - In every year level, four days per week, the first 20 minutes of each day are spent with students silently reading. During this time it is critical that;

- Students are reading material that is 'capability appropriate' for them
- That JP students are reading material that is phonetically based.
- Teachers are actively engaged listening to students and making assessments.

Modelled reading - We believe in the importance of modeling a love of reading and good reading technique. To that end, every year level timetables times when the teacher will read to the class to model good reading practice.

Listening to students read – teachers should aim to hear each child read at least once a fortnight. Using reading groups, where the teacher is directly involved in the group, accounts for listening to them read. Teachers should aim to chronicle student progress in reading (oral and comprehension) every five weeks. The use of technology (ipads and apps) is encouraged for compiling evidence of progress (or otherwise.)

Reading skills need to be taught explicitly by the teacher.

Students then apply and practice these skills through a variety of strategies, including:

- Reading circles, reading rotations, guided reading, reader's theatre, literacy Café, comprehension worksheets/task cards, discussion etc

**The focus for reading teaching is different for different year levels.
This is outlined broadly below:**

- Foundation: Learning sight words, developing decoding skills, basic comprehension skills
- Year 1: Learning sight words, developing decoding
- Year 2/3: Developing basic comprehension skills, vocabulary, fluency
- Year 4/5: Developing more advanced comprehension skills, vocabulary, fluency
- Year 6: Developing more critical & complicated comprehension skills, vocabulary

Achievement Standards (in reading) from the Australian Curriculum

Foundation

They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. They use appropriate interaction skills to listen and respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words.

Yr 1

Students read aloud, with developing fluency. They read short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationship between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. They listen to others when taking part in conversations, using appropriate language features and interaction skills.

Yr 2

They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns.

Yr 3

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

Yr 4

They fluently read texts that include varied sentence structures, unfamiliar vocabulary including multisyllabic words. They express preferences for particular types of texts, and respond to others' viewpoints. They listen for and share key points in discussions.

Yr 5

When reading, they encounter and decode unfamiliar words using phonic, grammatical, semantic and contextual knowledge. They analyse and explain literal and implied

information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. They listen and ask questions to clarify content.

Yr 6

Students compare and analyse information in different and complex texts, explaining literal and *implied meaning*. *They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.*

WRITING

Learning to write is a complex task. As well as thinking about the appropriate genre, style and voice to suit the audience and purpose of the writing, the writer also needs to think about the grammar, punctuation and spelling, as well as publication possibilities.

At Immanuel Lutheran School Gawler we believe that writing is best learnt through explicit teaching of specific writing skills and opportunities to practice and apply these skills in a variety of writing scenarios.

The three main subsets of the writing curriculum are : imaginative, Informational and persuasive writing.

Guiding principles for a writing classroom

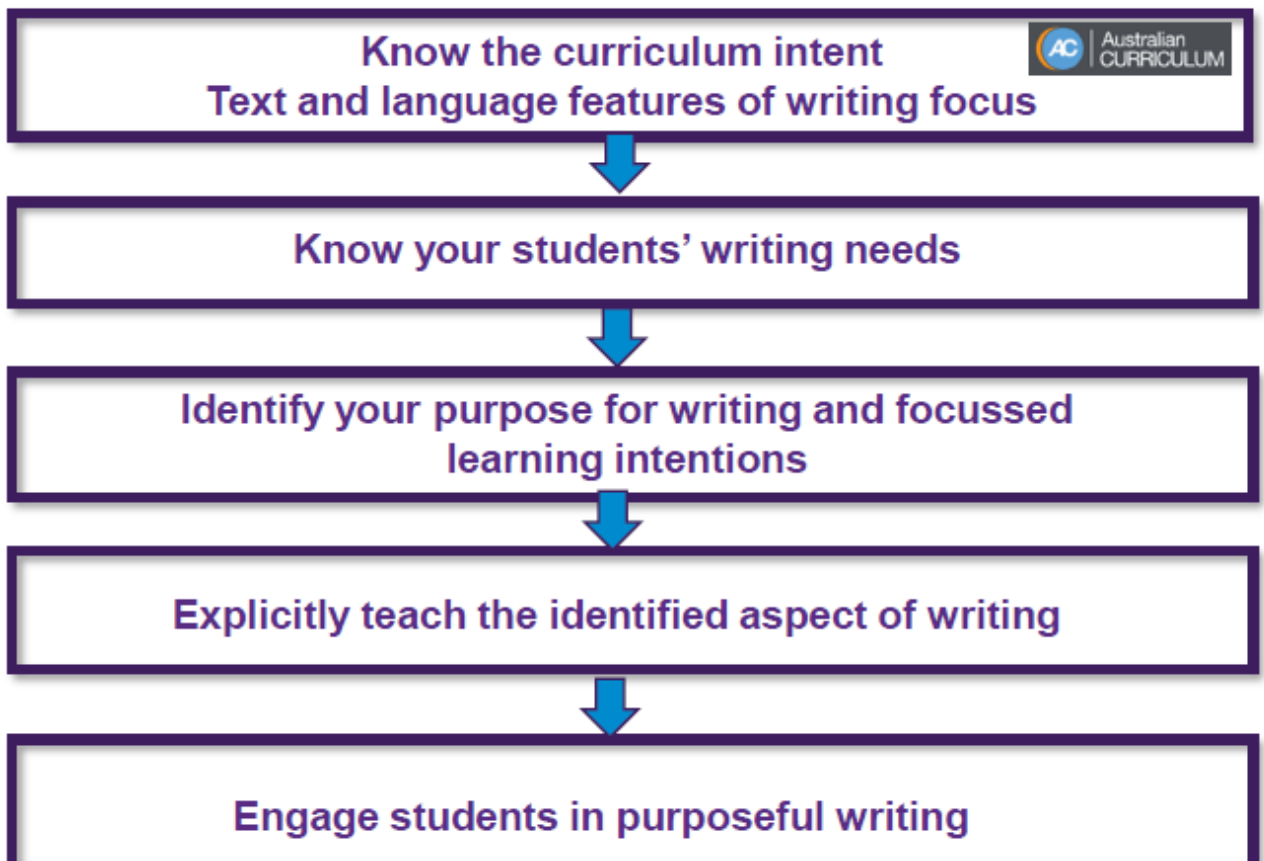
Purpose: What do I want my students to know and be able to do as writers? What are our learning goals?

Authenticity: Does the writing that I'm asking my students to do happen in the real world, outside the classroom?

Choice: Do students have opportunities to make choices about what they write, where to write and with whom?

Explicit instruction: How will I show, model, or demonstrate just what I want children to practice and learn how to do?

Response: When do I confer with my students? How can I provided descriptive feedback? Are students building a sense of identity as writers?



To that end we agree our approach to teaching writing will reflect the following practices:

WEEKLY TIME ALLOCATION (in minutes)							
	F	1	2	3	4	5	6/7
Explicit writing teaching	60	90	90	60	60	30	30
Writing practice	60	30	30	120	60	120	120

At Immanuel we do not use one specific writing program.

There are however a number of teaching resources available of which elements are used by teachers to create a well-rounded learning program in Writing. These include: Routes to Writing, 7 steps of creative writing, First Steps Writing, Jenny Eather's Writing Fun amongst others

TEACHING APPROACH:

At each year level, writing skills and elements of genres are taught explicitly but in different ways. Direct instruction, immersion, skills development, learning the tools of writing, modeling and collaboration with other students are all vital components.

In Foundation:

- The emphasis with writing is on learning handwriting skills
- There is also a class focus on the genres of writing and elements of these genres
- Teachers model genres with the class by reading and jointly constructing texts
- Students construct texts orally and pictorially
- Students also begin writing basic sentences

- Rhythm and Rhyme and especially nursery rhymes play a vital role at this year level.

In Year 1:

- The emphasis with writing is on basic sentence construction and crafting ideas
- There is also a class focus on the genres of writing and elements of these genres
- Teachers model genres with the class by reading and jointly constructing texts
- Students then write texts using basic sentences, as well as oral and pictorial texts.
- Rhythm and Rhyme and especially nursery rhymes continue to play a role at this year level.

In Years 2-7:

- Writing instruction uses the '**Gradual Release of Responsibility**' lesson structure which supports students to progressively take on greater responsibility for their learning.
 - Writing instruction begins by first providing direct teacher instruction and modeling
 - Then supported practice both in small groups and through conferring
 - Before providing opportunities for individual practice to consolidate skills.
- Writing skills and understanding of genre are pre-assessed at the beginning of each unit of writing.
- Students' writing is developed through weekly independent writing practice.
- Genre writing is also often incorporated within Units of Inquiry.

Achievement Standards (in writing) from the Australian Curriculum

Foundation

In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, and orally blend and segment sounds in words. When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Yr 1

They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell high-frequency words and words with regular spelling patterns. They use capital letters and full stops and form all upper- and lower-case letters correctly.

Yr 2

When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learnt. They use a variety of strategies to engage in group and class discussions and make presentations.

Yr 3

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters. Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

Yr 4

Students use language features to create coherence and add detail to their texts understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.

Yr 5

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.

Students create imaginative, informative and persuasive texts for different purposes and audiences. They make presentations which include multimodal elements for defined purposes. They contribute actively to class and group discussions, taking into account other perspectives. When writing, they demonstrate understanding of grammar using a variety of sentence types. They select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning.

Yr 6

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used.

Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Yr 7

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they

demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

HANDWRITING

At Immanuel Lutheran School Gawler we believe that handwriting must be explicitly taught at every year level from Foundation to Year 5 and monitored at every year level with intervention provided if necessary.

To that end we agree our approach to teaching handwriting will reflect the following practices:

WEEKLY TIME ALLOCATION (in minutes)				
	F	1	2-5	6/7
Handwriting teaching/practice	40	60	30	No explicit handwriting lesson

Foundation

- Teachers use the Jolly Phonics program
 - Videos/IWB resources model letter formation
 - Students practice as a class (in the air, on backs etc)
 - Students practice writing with pencils
- Pencil grip is monitored and corrected

Year 1

- Teachers use the Jolly Phonics program
 - Videos/IWB resources model letter formation
 - Students practice as a class (in the air, on backs etc)
 - Students practice writing with pencils
- Independent handwriting is also included in the timetable
- Students are writing using unjoined letters
- Pencil grip is monitored and corrected

Years 2-3

- Teachers model letter/word formation for the class
- Students practice themselves
- Pencil grip is monitored and corrected
- Students work towards writing with joined letters in Year 3 (SA Modern Cursive style)

Years 4-5

- Teachers model letter/word formation for the class
- Students practice themselves
- Pencil grip is monitored and corrected
- Students are preassessed for different letter formations
- Where students already know handwriting skill, students are provided with other writing tasks to complete to apply their handwriting skills

- Pen Licence is granted in Year 4 when students write fluently using linked script (SA Modern Cursive style)
- Year 5 students without a pen licence must earn theirs before they can use a pen

Years 6

- No explicit handwriting lesson
- Students' writing is monitored and where needed individual instruction is given
- Pencil grip is monitored and corrected
- All Year 6 students write in pen

SPELLING

At Immanuel Lutheran School Gawler we believe that spelling is best learnt through an approach that explicitly teaches students to construct words phonetically. This requires explicit instruction, regular practice and frequent monitoring in students' written work.

To that end we agree our approach to teaching spelling will reflect the following practices:

WEEKLY TIME ALLOCATION (in minutes)					
	F	1	2/3	4/5	6/7
Teaching	30	30	20	30	30
Practice	30	60	80	45	45
CVCs	30				

	Spelling program
Foundation-Year 6	Jolly Phonics & Jolly Grammar

Foundation

- At the beginning of each week teachers teach the class a new sound from the Jolly Phonics program.
- During the week the students complete their CVC booklet
- Students complete a spelling test at the end of each week on the words they have learned.

Year 1

- At the beginning of each week teachers teach the class a new sound from the Jolly Phonics program.
- During the week the students practice their spelling words using a variety of spelling activities
- Hands-on manipulatives are available and used by students

Years 2-3

- At the beginning of each week teachers teach the class a new sound from the Jolly Phonics/Grammar program.
- Students are pre-tested on words including this sound
- Students choose their words from errors in the pre-assessment
- Spelling tests occur at the end of each week
- Hands-on manipulatives are available and used by students

Years 4-6

- At the beginning of each week teachers teach the class a new sound from the Jolly Phonics/Grammar program.

- Students develop their understanding of the sound and its use through inquiring to find words in which the sound is used, and through completing practice activities related to the sound based on the multiple intelligences
- Hands-on manipulatives are available and used by students
- Spelling tests or dictation tests using spelling sound take place each week

SPEAKING & LISTENING

At Immanuel Lutheran School Gawler we believe that oral language is the scaffold for written language and that speaking and listening is best learnt through practical applications integrated with other learning, maximizing every potential possibility to develop oral language skills and capabilities.

We believe that children cannot write what they can not speak.

To that end we agree our approach to teaching speaking & listening will reflect the following practices:

Speaking and Listening is largely incorporated in Unit of Inquiry work at Immanuel, however we recognize the need for explicit teaching of these skills prior to summative assessment tasks.

Each year level will include **one stand-alone Speaking and Listening unit** during the year for a minimum of **5 hours**. In this unit, teachers explicitly teach speaking and listening skills. Students are then assessed on these skills during this unit.

Each year level will also incorporate an assessable element of speaking and listening **in 2 of their Units of Inquiry each year**.

Other learning experiences that also develop speaking and listening skills include:

- Circle Time
- Assembly
- Worship & Praise
- Class-sharing time
- Buddy time
- Reading to adults in the morning
- Class parliament (Year 7)

Language – English Scope and Sequence

Structure

The scope and sequence documents the learning that will take place in English Language and draws on the Australian Curriculum and the PYP Language scope and sequence. The learning content is presented in developmental phases and organised within the modes of the Australian Curriculum, English: Reading and Viewing, Writing and Listening and Speaking.

Language Modes

The processes of reading and viewing, writing and listening and speaking are interrelated and the learning of one often supports and extends learning of the others. Whilst this is understood, for ease of access and understanding, this document categorises each content description under the one mode in which the majority of learning will occur.

Conceptual Understandings

“Central to the philosophy of the PYP is the principle that purposeful, structured inquiry is a powerful vehicle for learning that promotes meaning and understanding, and challenges students to engage with significant ideas. Hence in the PYP there is also a commitment to a concept-driven curriculum as a means of supporting that inquiry.” (Making the PYP Happen, p.15) Each phase has identified conceptual understandings that are to be a focus of teaching and learning, thus ensuring learning experiences are concept-driven rather than focused on memorising isolated facts or mastering skills out of context.

Achievement Standards

Within the Australian Curriculum, each year level is allocated an Achievement Standard, which identifies the skills and understandings students should typically demonstrate by the completion of that year level. Achievement standards comprise a written description and student work samples (when viewed online). The development of Achievement Standards across Foundation to Year 6 provides a framework for growth and development within the learning area. In keeping with Government requirements in Australia and South Australia, the content of these Achievement Standards is used as a basis for the school's formal semester reports.

English Scope and Sequence: Foundation

Reading & Viewing (Phase 1)

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual understandings

Illustrations convey meaning.	Print conveys meaning.	People read for pleasure.	Stories can tell about imagined worlds.	Printed information can tell about the real world.	There are established ways of setting out print and organizing books.
Visual language is all around us.		The pictures, images, and symbols in our environment have meaning.		We can enjoy and learn from visual language.	

Foundation

Achievement standard:

Students use predicting and questioning strategies to make meaning from texts.
 They recall one or two events from texts with familiar topics.
 They understand that there are different types of texts and that these can have similar characteristics.
 They identify connections between texts and their personal experience.
 They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.
 They identify the letters of the English alphabet and use the sounds represented by most letters.

Language

Text structure and organisation

Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality [\(ACELA1433\)](#)

Expressing and developing ideas

Recognise that sentences are key units for expressing ideas [\(ACELA1435\)](#)

Recognise that texts are made up of words and groups of words that make meaning [\(ACELA1434\)](#)

Explore the different contribution of words and images to meaning in stories and informative texts [\(ACELA1786\)](#)

Sound and letter knowledge

Recognise the letters of the alphabet and know there are lower and upper case letters [\(ACELA1440\)](#)

Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences [\(ACELT1575\)](#)

Examining literature

Identify some features of texts including events and characters and retell events from a text [\(ACELT1578\)](#) Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry [\(ACELT1785\)](#)

Literacy

Texts in context

Identify some familiar texts and the contexts in which they are used [\(ACELY1645\)](#)

Interpreting, analysing, evaluating

Identify some differences between imaginative and informative texts [\(ACELY1648\)](#)

Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge [\(ACELY1649\)](#)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently [\(ACELY1650\)](#)

English Scope and Sequence: Foundation

Writing (Phase 1)

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual understandings

Writing conveys meaning.	People write to tell about their experiences, ideas and feelings.	Everyone can express themselves in writing.	Talking about our stories and pictures helps other people to understand and enjoy them.
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Foundation

Achievement standard:

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Language

Text structure and organization

Understand that some language in written texts is unlike everyday spoken language [\(ACELA1431\)](#)
Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences [\(ACELA1432\)](#)

Expressing and developing ideas

Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words [\(ACELA1758\)](#)
Know how to use onset and rime to spell words [\(ACELA1438\)](#)

Literature

Creating literature

Retell familiar literary texts through performance, use of illustrations and images [\(ACELT1580\)](#)

Literacy

Creating texts

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge [\(ACELY1651\)](#)
Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops [\(ACELY1652\)](#)
Produce some lower case and upper case letters using learned letter formations [\(ACELY1653\)](#)
Construct texts using software including word processing programs [\(ACELY1654\)](#)

English Scope and Sequence: Foundation

Speaking & Listening (Phase 1)

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual understandings

Spoken words connect us with others.	People listen and speak to share thoughts and feelings.	People ask questions to learn from others.
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Foundation

Achievement standard:

They [listen](#) to and use appropriate [language features](#) to respond to others in a familiar environment.
 They [listen](#) for rhyme, letter patterns and sounds in words.
 Students understand that their texts can reflect their own experiences.
 They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly.
 They retell events and experiences with peers and known adults.
 They identify and use rhyme, letter patterns and sounds in words.

Language

Language variation and change

Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community [\(ACELA1426\)](#)

Language for interaction

Explore how language is used differently at home and school depending on the relationships between people [\(ACELA1428\)](#)
 Understand that language can be used to explore ways of expressing needs, likes and dislikes [\(ACELA1429\)](#)

Expressing and developing ideas

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school [\(ACELA1437\)](#)

Sound and letter knowledge

Recognise rhymes, syllables and sounds (phonemes) in spoken words [\(ACELA1439\)](#)

Literature

Examining literature

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures [\(ACELT1579\)](#)

Responding to literature

Respond to texts, identifying favourite stories, authors and illustrators [\(ACELT1577\)](#)
 Share feelings and thoughts about the events and characters in texts [\(ACELT1783\)](#)

Literacy

Interacting with others

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations [\(ACELY1646\)](#)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact [\(ACELY1784\)](#)

Deliver short oral presentations to peers [\(ACELY1647\)](#)

English Scope and Sequence: Year 1

Reading & Viewing (Phase 2)

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual understandings

The sounds of spoken language can be represented visually.	Written language works differently from spoken language.	Consistent ways of recording words or ideas enable members of a language community to communicate.	People read to learn.	The words we see and hear enable us to create pictures in our minds.
People use static and moving images to communicate ideas and information.	Visual texts can immediately gain our attention.		Viewing and talking about the images others have created helps us to understand and create our own presentations.	

Year 1

Achievement standard:

Students understand the different purposes of texts.
 They make connections to personal experience when explaining characters and main events in short texts.
 They identify the language features, images and vocabulary used to describe characters and events.
 Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.
 When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.
 They recall key ideas and recognise literal and implied meaning in texts.

Language

Text structure and organisation

Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)

Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links [\(ACELA1450\)](#)

Expressing and developing ideas

Identify the parts of a simple sentence that represent 'What's happening?', 'What state is being described?', 'Who or what is involved?' and the surrounding circumstances [\(ACELA1451\)](#)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) [\(ACELA1452\)](#)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning [\(ACELA1453\)](#)

Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words [\(ACELA1778\)](#)

Sound letter knowledge

Recognise sound-letter matches including common vowel and consonant digraphs and consonant blends [\(ACELA1458\)](#)

Understand the variability of sound-letter matches [\(ACELA1459\)](#)

Manipulate sounds in spoken words including phoneme deletion and substitution [\(ACELA1457\)](#)

Literacy

Texts in context

Respond to texts drawn from a range of cultures and experiences [\(ACELY1655\)](#)

Interpreting, analysing, evaluating

Describe some differences between imaginative informative and persuasive texts [\(ACELY1658\)](#)

Interpreting, analysing, evaluating

Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading [\(ACELY1659\)](#)

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features [\(ACELY1660\)](#)

English Scope and Sequence: Year 1

Writing (Phase 2)

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual understandings

People write to communicate.	The sounds of spoken language can be represented visually (letters, symbols, characters).	Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.	Written language works differently from spoken language
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Year 1

Achievement standard:

When writing, students provide details about ideas or events.
They accurately spell words with regular spelling patterns and use capital letters and full stops.
They correctly form all upper- and lower-case letters.

Language

Text structure and organization

Understand patterns of repetition and contrast in simple texts ([ACELA1448](#))

Expressing and developing ideas

Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' ([ACELA1455](#))

Text structure and organization

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands ([ACELA1449](#))

Literature

Creating literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication ([ACELT1586](#))

Literacy

Creating texts

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams ([ACELY1661](#))

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation ([ACELY1662](#))

Write using unjoined lower case and upper case letters (ACELY1663)

Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

English Scope and Sequence: Year 1

Speaking & Listening (Phase 2)

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual understandings

The sounds of language are a symbolic way of representing ideas and objects.

People communicate using different languages.

Everyone has the right to speak and be listened to.

Year 1

Achievement standard:

They listen to others when taking part in conversations using appropriate language features.
 They listen for and reproduce letter patterns and letter clusters.
 Students understand how characters in texts are developed and give reasons for personal preferences.
 They create texts that show understanding of the connection between writing, speech and images.
 They create short texts for a small range of purposes.
 They interact in pair, group and class discussions, taking turns when responding.
 They make short presentations of a few connected sentences on familiar and learned topics.

Language

Expressing and developing ideas

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts [\(ACELA1454\)](#)

Language variation and change

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others [\(ACELA1443\)](#)

Language for interaction

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others [\(ACELA1444\)](#)

Understand that there are different ways of asking for information, making offers and giving commands [\(ACELA1446\)](#)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions [\(ACELA1787\)](#)

Literature

Responding to literature

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own

experiences [\(ACELT1582\)](#)

Express preferences for specific texts and authors and [listen](#) to the opinions of others [\(ACELT1583\)](#)

Literature and context

Discuss how authors [create](#) characters using language and images [\(ACELT1581\)](#)

Examining literature

Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts [\(ACELT1584\)](#)

Examining literature

[Listen](#) to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including [alliteration](#) and rhyme [\(ACELT1585\)](#)

Literacy

Interacting with others

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions [\(ACELY1656\)](#)

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace [\(ACELY1788\)](#)

Make short presentations using some introduced [text](#) structures and language, for example opening statements [\(ACELY1657\)](#)

English Scope and Sequence: Year 2 and 3

Reading & Viewing (Phase 3)

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Conceptual understandings

Different types of texts serve different purposes.	What we already know enables us to understand what we read.	Applying a range of strategies helps us to read and understand new texts.	Wondering about texts and asking questions helps us to understand the meaning.	The structure and organization of written language influences and conveys meaning.
Visual texts can expand our database of sources of information.	Visual texts provide alternative means to develop new levels of understanding.	Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.	Different visual techniques produce different effects and are used to present different types of information.	
Year 2		Year 3		
Achievement standard:		Achievement standard:		
<p>Students understand how similar texts share characteristics by identifying <u>text</u> structures and <u>language features</u> used to describe characters, settings and events.</p> <p>They <u>read</u> texts that contain varied <u>sentence</u> structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.</p> <p>They monitor meaning and self-correct using <u>context</u>, prior knowledge, punctuation, language and <u>phonic</u> knowledge.</p> <p>They identify literal and implied meaning, main ideas and supporting detail.</p> <p>Students make connections between texts by comparing content.</p>		<p>Students understand how content can be organised using different <u>text</u> structures depending on the purpose of the <u>text</u>.</p> <p>They understand how <u>language features</u>, images and vocabulary choices are used for different effects.</p> <p>They <u>read</u> texts that contain varied <u>sentence</u> structures, a range of punctuation conventions, and images that provide additional information.</p> <p>They identify literal and implied meaning connecting ideas in different parts of a <u>text</u>.</p> <p>They select information, ideas and events in texts that relate to their own lives and to other texts.</p>		

<p>Language</p> <p>Text structure and organization Understand that different <u>types of texts</u> have identifiable <u>text</u> structures and <u>language features</u> that help the <u>text</u> serve its purpose (ACELA1463)</p> <p>Know some features of <u>text</u> organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)</p> <p>Expressing and developing ideas Understand that simple connections can be made between ideas by using a <u>compound sentence</u> with two or more clauses usually linked by a <u>coordinating conjunction</u> (ACELA1467) Understand that nouns represent people, places, concrete objects and abstract concepts; that there are three types of nouns: common, proper and pronouns; and that <u>noun</u> groups/phrases can be expanded using articles and adjectives (ACELA1468) Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469) Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)</p> <p>Sound and letter knowledge Recognise most sound-letter matches including silent letters, vowel/consonant digraphs and many less common sound-letter combinations (ACELA1474)</p>	<p>Language</p> <p>Text structure and organization Understand how different <u>types of texts</u> vary in use of language choices, depending on their purpose and <u>context</u> (for example, <u>tense</u> and types of sentences) (ACELA1478)</p> <p>Identify the features of online texts that enhance navigation (ACELA1790)</p> <p>Expressing and developing ideas Identify the effect on audiences of techniques, for example shot size, vertical <u>camera angle</u> and <u>layout</u> in picture books, advertisements and film segments (ACELA1483) Recognise high-frequency sight words (ACELA1486)</p>
<p>Literature</p> <p>Examining literature Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p>	<p>Literature</p> <p>Responding to literature Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) Develop criteria for establishing personal preferences for literature (ACELT1598)</p> <p>Examining literature Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the <u>narrative</u> (ACELT1599) Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm</p>

	and onomatopoeia in poetry and prose (ACELT1600)
Literacy	Literacy
<p>Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)</p> <p>Interpreting, analysing, evaluating Identify the <u>audience</u> of imaginative, informative and persuasive texts (ACELY1668)</p> <p><u>Read</u> less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and <u>phonic</u> knowledge using <u>text processing strategies</u>, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)</p> <p>Use <u>comprehension strategies</u> to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of <u>context</u>, language and <u>visual features</u> and print and <u>multimodal text</u> structures (ACELY1670)</p>	<p>Texts in context Identify the <u>point of view</u> in a <u>text</u> and suggest alternative points of <u>view</u> (ACELY1675)</p> <p>Interpreting, analysing, evaluating Identify the <u>audience</u> and purpose of imaginative, informative and persuasive texts (ACELY1678)</p> <p><u>Read</u> an increasing range of different <u>types of texts</u> by combining contextual, semantic, grammatical and <u>phonic</u> knowledge, using <u>text processing strategies</u>, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)</p> <p>Use <u>comprehension strategies</u> to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of <u>context</u>, <u>text</u> structures and <u>language features</u> (ACELY1680)</p>

English Scope and Sequence: Year 2 and 3

Writing (Phase 3)

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual understandings

We write in different ways for different purposes.	The structure of different types of texts includes identifiable features.	Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.	Thinking about storybook characters and people in real life helps us to develop characters in our own stories.	When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
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Year 2

Year 3

Achievement standard:

Students create texts that show how images support the meaning of the text.
They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately.
They legibly write unjoined upper- and lower-case letters.

Achievement standard:

Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.
They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.
They write using joined letters that are clearly formed and consistent in size.

Language

Text structure and organization

Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms [\(ACELA1464\)](#)
Recognise that capital letters signal proper nouns and commas are used to separate items in lists [\(ACELA1465\)](#)

Expressing and developing ideas

Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words [\(ACELA1471\)](#)

Language

Text structure and organization

Understand that paragraphs are a key organisational feature of written texts [\(ACELA1479\)](#)
Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters [\(ACELA1480\)](#)

Expressing and developing ideas

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in

	<p>agreement (ACELA1481) Understand that verbs represent different processes, for example doing, thinking, saying, and relating and that these processes are anchored in time through tense (ACELA1482).</p>
Literature	Literature
<p>Creating literature Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)</p>	<p>Creating literature Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601) Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)</p>
Literacy	Literacy
<p>Creating texts Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671) Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672) Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673) Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)</p>	<p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682) Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683) Write using joined letters that are clearly formed and consistent in size (ACELY1684) Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)</p>

English Scope and Sequence: Year 2 and 3

Speaking & Listening (Phase 3)

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Conceptual understandings

Spoken language varies according to the purpose and audience.

People interpret messages according to their unique experiences and ways of understanding.

Spoken communication is different from written communication—it has its own set of rules.

Year 2

Year 3

Achievement standard:

They listen for particular purposes.
 They listen for and manipulate sound combinations and rhythmic sound patterns.
 When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.
 They explain their preferences for aspects of texts using other texts as comparisons.
 They create texts that show how images support the meaning of the text.
 Students create texts, drawing on their own experiences, their imagination and information they have learned.
 Students use a variety of strategies to engage in group and class discussions and make presentations.

Achievement standard:

Students listen to others' views and respond appropriately.
 They understand how language features are used to link and sequence ideas.
 They understand how language can be used to express feelings and opinions on topics.
 They create a range of texts for familiar and unfamiliar audiences.
 They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

Language

Language variation and change

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background ([ACELA1460](#)).

Language for interaction

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context ([ACELA1461](#)).

Language

Language variation and change

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ([ACELA1475](#)).

Language for interaction

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations ([ACELA1476](#)).

<p>Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)</p> <p>Expressing and developing ideas</p> <p>Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)</p>	<p>Examine how evaluative language can be varied to be more or less forceful (ACELA1477)</p> <p>Expressing and developing ideas</p> <p>Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)</p>
<p>Literature</p>	<p>Literature</p>
<p>Literature and context</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p> <p>Responding to literature</p> <p>Compare opinions about characters, events and settings in and between texts (ACELT1589)</p> <p>Examining literature</p> <p>Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)</p> <p>Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)</p>	<p>Literature and context</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p>
<p>Literacy</p>	<p>Literacy</p>
<p>Interacting with others</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)</p> <p>Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)</p> <p>Rehearse and deliver short presentations on familiar and new topics (ACELY1667)</p>	<p>Interacting with others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)</p> <p>Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)</p>

English Scope and Sequence: Year 4 and 5

Reading & Viewing (Phase 4)

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Conceptual understandings

Reading and thinking work together to enable us to make meaning.	Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.	Identifying the main ideas in the text helps us to understand what is important.	Knowing what we aim to achieve helps us to select useful reference material to conduct research.
Visual texts have the power to influence thinking and behaviour.	Interpreting visual texts involves making an informed judgment about the intention of the message.	To enhance learning we need to be efficient and constructive users of the internet.	

Year 4

Year 5

Achievement standard:

Students understand that texts have different structures depending on the purpose and audience.
They explain how language features, images and vocabulary are used to engage the interest of audiences.
They describe literal and implied meaning connecting ideas in different texts.
They express preferences for particular texts, and respond to others' viewpoints.

Achievement standard:

Students explain how text structures assist in understanding the text.
They understand how language features, images and vocabulary influence interpretations of characters, settings and events.
They analyse and explain literal and implied information from a variety of texts.
They describe how events, characters and settings in texts are depicted and explain their own responses to them.

Language

Language

Text structure and organization

Understand how texts vary in complexity and technicality depending on

Text structure and organization

Understand how texts vary in purpose, structure and topic as well as the

<p>the approach to the topic, the purpose and the intended <u>audience</u> (ACELA1490) Identify features of online texts that enhance readability including <u>text</u>, navigation, links, graphics and <u>layout</u> (ACELA1793)</p> <p>Expressing and developing ideas Explore the effect of choices when <u>framing</u> an image, placement of elements in the image, and <u>salience</u> on composition of still and moving images in a range of <u>types of texts</u> (ACELA1496) Understand how <u>adverb</u> groups/phrases and <u>prepositional phrases</u> work in different ways to provide circumstantial details about an activity (ACELA1495) Investigate how quoted (direct) and reported (indirect) speech work in different types of <u>text</u> (ACELA1494)</p>	<p>degree of formality (ACELA1504) Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)</p> <p>Expressing and developing ideas Explain sequences of images in print texts and compare these to the ways hyperlinked <u>digital texts</u> are organised, explaining their effect on viewers' interpretations (ACELA1511) Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513) Recognise uncommon plurals, for example 'foci' (ACELA1514)</p>
<p>Literature</p>	<p>Literature</p>
<p>Literature and context Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p>Responding to literature Use <u>metalinguage</u> to describe the effects of ideas, <u>text</u> structures and <u>language features</u> of literary texts (ACELT1604)</p> <p>Examining literature Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)</p>	<p>Literature and context Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)</p> <p>Responding to literature Use <u>metalinguage</u> to describe the effects of ideas, <u>text</u> structures and <u>language features</u> on particular audiences (ACELT1795)</p> <p>Examining literature Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610) Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and <u>personification</u>, in narratives, shape poetry, songs, anthems and odes (ACELT1611)</p>
<p>Literacy</p>	<p>Literacy</p>
<p>Texts in context Identify and explain <u>language features</u> of texts from earlier times and compare with the vocabulary, images, <u>layout</u> and content of contemporary texts (ACELY1686)</p> <p>Interpreting, analyzing, evaluating Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the <u>text</u> (ACELY1690) <u>Read</u> different <u>types of texts</u> by combining contextual , semantic,</p>	<p>Texts in context Show how ideas and points of <u>view</u> in texts are conveyed through the use of vocabulary, including <u>idiomatic expressions</u>, objective and subjective language, and that these can change according to <u>context</u> (ACELY1698)</p> <p>Interpreting, analyzing, evaluating Identify and explain characteristic <u>text</u> structures and <u>language features</u> used in imaginative, informative and persuasive texts to meet</p>

grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)
Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

the purpose of the text (ACELY1701)
Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)
Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

English Scope and Sequence: Year 4 and 5

Writing (Phase 4)

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Conceptual understandings

Writing and thinking work together to enable us to express ideas and convey meaning.	Asking questions of ourselves and others helps to make our writing more focused and purposeful.	The way we structure and organize our writing helps others to understand and appreciate it.	Rereading and editing our own writing enables us to express what we want to say more clearly.
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Year 4

Year 5

Achievement standard:

Students use language features to create coherence and add detail to their texts.
They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.
Students create structured texts to explain ideas for different audiences.
They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Achievement standard:

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences.
When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Language

Text structure and organization

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives ([ACELA1491](#))
Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech ([ACELA1492](#))

Expressing and developing ideas

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases ([ACELA1493](#))

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research ([ACELA1498](#))

Language

Text structure and organization

Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold ([ACELA1505](#))

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns ([ACELA1506](#))

Expressing and developing ideas

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause ([ACELA1507](#))

<p>Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779) Recognise homophones and know how to use <u>context</u> to identify correct spelling (ACELA1780)</p>	<p>Understand how <u>noun</u> groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508) Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)</p>
<p>Literature</p>	<p>Literature</p>
<p>Creating literature <u>Create</u> literary texts by developing storylines, characters and settings (ACELT1794) <u>Create</u> literary texts that explore students' own experiences and imagining (ACELT1607)</p>	<p>Creating literature <u>Create</u> literary texts that experiment with structures, ideas and <u>stylistic features</u> of selected authors (ACELT1798) <u>Create</u> literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)</p>
<p>Literacy</p>	<p>Literacy</p>
<p>Creating texts Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over <u>text</u> structures and <u>language features</u> (ACELY1694) Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) <u>Write</u> using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696) Use a range of software including word processing programs to construct, edit and publish written <u>text</u>, and select, edit and place visual, print and audio elements (ACELY1697)</p>	<p>Creating texts Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing <u>text</u> structures, <u>language features</u>, images and sound appropriate to purpose and <u>audience</u> (ACELY1704) Reread and edit student's own and others' work using agreed criteria for <u>text</u> structures and <u>language features</u> (ACELY1705) Develop a <u>handwriting</u> style that is becoming legible, fluent and automatic (ACELY1706) Use a range of software including word processing programs with fluency to construct, edit and publish written <u>text</u>, and select, edit and place visual, print and audio elements (ACELY1707)</p>

English Scope and Sequence: Year 4 and 5

Speaking & Listening (Phase 4)

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Conceptual understandings

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.

Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.

The grammatical structures of a language enable members of a language community to communicate with each other.

Year 4

Year 5

Achievement standard:

Students listen for key points in discussions.
They use language features to create coherence and add detail to their texts.
They understand how to express an opinion based on information in a text.
They create texts that show understanding of how images and detail can be used to extend key ideas.
Students create structured texts to explain ideas for different audiences.
They make presentations and contribute actively to class and group discussions, varying language according to context.

Achievement standard:

Students listen and ask questions to clarify content.
They use language features to show how ideas can be extended.
They develop and explain a point of view about a text selecting information, ideas and images from a range of resources.
They create a variety of sequenced texts for different purposes and audiences.
They make presentations and contribute actively to class and group discussions, taking into account other perspectives.

Language

Language variation and change

Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages [\(ACELA1487\)](#).

Language for interaction

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group [\(ACELA1488\)](#).

Understand differences between the language of opinion and feeling and the language of factual reporting or recording [\(ACELA1489\)](#).

Language

Language variation and change

Understand that the pronunciation, spelling and meanings of words have histories and change over time [\(ACELA1500\)](#).

Language for interaction

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships [\(ACELA1501\)](#).

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view [\(ACELA1502\)](#).

<p>Literature</p> <p>Responding to literature Discuss literary experiences with others, sharing responses and expressing a <u>point of view</u> (ACELT1603)</p>	<p>Literature</p> <p>Responding to literature Present a <u>point of view</u> about particular literary texts using appropriate <u>metalinguage</u>, and reflecting on the viewpoints of others (ACELT1609)</p>
<p>Literacy</p> <p>Interacting with others Interpret ideas and information in spoken texts and <u>listen</u> for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) Use interaction skills such as acknowledging another's <u>point of view</u> and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to <u>speak</u> clearly and coherently(ACELY1688) Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)</p>	<p>Literacy</p> <p>Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a <u>point of view</u> (ACELY1699) Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)</p>

English Scope and Sequence: Year 6

Reading & Viewing (Phase 5)

Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Conceptual understandings

Authors structure stories around significant themes.	Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.	Synthesizing ideas and information from texts leads to new ideas and understanding.	Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.
The aim of commercial media is to influence and persuade viewers.	Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives.	Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects.	Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.

Year 6

Achievement standard:

Students understand how the use of text structures can achieve particular effects.
 They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
 They compare and analyse information in different texts, explaining literal and implied meaning.
 They select and use evidence from a text to explain their response to it.

Language

Text structure and organization

Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects ([ACELA1518](#))

Expressing and developing ideas

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts ([ACELA1524](#))

Literature**Responding to literature**

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots ([ACELT1614](#))

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts ([ACELT1615](#))

Examining literature

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style ([ACELT1616](#))

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse ([ACELT1617](#))

Literacy**Interpreting, analyzing, evaluating**

Analyse how text structures and language features work together to meet the purpose of a text ([ACELY1711](#))

Analyse strategies authors use to influence readers ([ACELY1801](#))

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings ([ACELY1712](#))

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts ([ACELY1713](#))

English Scope and Sequence: Year 6

Writing (Phase 5)

Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Conceptual understandings

Stories that people want to read are built around themes to which they can make connections.	Effective stories have a purpose and structure that help to make the author's intention clear.	Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas.	Knowing what we aim to achieve helps us to plan and develop different forms of writing.	Through the process of planning, drafting, editing and revising, our writing improves over time.
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Year 6

Achievement standard:

Students understand how [language features](#) and [language patterns](#) can be used for emphasis.
 They show how specific details can be used to support a [point of view](#).
 They explain how their choices of [language features](#) and images are used.
 They [create](#) detailed texts elaborating upon key ideas for a range of purposes and audiences.
 They demonstrate understanding of [grammar](#), make considered choices from an expanding vocabulary, use, accurate spelling and punctuation for clarity and make and explain editorial choices.

Language

Text structure and organization

Understand that cohesive links can be made in texts by omitting or replacing words [\(ACELA1520\)](#)

Understand the uses of commas to separate clauses [\(ACELA1521\)](#)

Expressing and developing ideas

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas [\(ACELA1522\)](#)

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of [adverb](#) groups/phrases [\(ACELA1523\)](#)

Investigate how vocabulary choices, including [evaluative language](#) can express shades of meaning, feeling and opinion [\(ACELA1525\)](#)

Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages [\(ACELA1526\)](#)

Literature

Creating literature

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice [\(ACELT1800\)](#)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways [\(ACELT1618\)](#)

Literacy

Texts in context

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches [\(ACELY1708\)](#)

Creating texts

Pen draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience [\(ACELY1714\)](#)

Reread and edit students' own and others' work using agreed criteria and explaining editing choices [\(ACELY1715\)](#)

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose [\(ACELY1716\)](#)

Use a range of software, including word processing programs, learning new functions as required to create texts [\(ACELY1717\)](#)

English Scope and Sequence: Year 6

Speaking & Listening (Phase 5)

Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Conceptual understandings

Spoken language can be used to persuade and influence people.	Metaphorical language creates strong visual images in our imagination.	Listeners identify key ideas in spoken language and synthesize them to create their own understanding.	People draw on what they already know in order to infer new meaning from what they hear.
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Year 6

Achievement standard:

Students listen to discussions, clarifying content and challenging others' ideas.
 They understand how language features and language patterns can be used for emphasis.
 They show how specific details can be used to support a point of view.
 They explain how their choices of language features and images are used.
 They create detailed texts, elaborating on key ideas for a range of purposes and audiences.
 They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Language

Language variation and change

Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515)

Language for interaction

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Understand the uses of objective and subjective language and bias (ACELA1517)

Literature

Literature and context

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)

Literacy

Interacting with others

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating

information, experiences and opinions [\(ACELY1709\)](#)

Use interaction skills, varying conventions of spoken interactions such as [voice](#) volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the [audience](#) [\(ACELY1816\)](#)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for [modality](#) and emphasis [\(ACELY1710\)](#)

LANGUAGES OTHER THAN ENGLISH (LOTE)

Statement of Practice

LOTE

As a PYP school, Immanuel Gawler offers the opportunity for all students to learn more than one language, and students will have this opportunity from Foundation Year. Students benefit from having access to different languages cultures and perspectives and this will enrich their personal development. At Immanuel Gawler, the IB Learner Profile is recognised as integral to the teaching and learning of language as it represents the qualities of effective learners and internationally minded students.

The key goals of our LOTE program at Immanuel Gawler are to:

- Encourage students to be engaged and excited about learning languages other than English and finding out about other cultures.
- Give students exposure to a variety of languages and cultures other than their own.
- Give students opportunity to develop a level of proficiency in one or more languages other than their own.
- Give students an opportunity for choice and agency in studying language and culture.
- Give students who come from non-English speaking backgrounds an opportunity to appreciate their language and culture and to develop greater proficiency when speaking their mother tongue.
- Give all students an opportunity to be exposed to and acknowledge the significance of indigenous culture and language.

In addition to exposing students to a range of languages and cultures, there are two focus languages at Immanuel. The focus languages are German and Indonesian. The choice of these two languages has arisen from secondary pathways that students follow and the languages offered by local secondary schools, as well as the Lutheran heritage of the school.

In an IB Environment our commitment to Global learning is essential. Given the multicultural global society that our students will be a part of, it is important that they develop skills, understandings and attitudes which will enable them to interact effectively with people from a variety of cultural and linguistic backgrounds (Allan, 2011). Exposing students to a variety of languages and cultures, while giving them an opportunity to become proficient in other languages will help them to develop these skills, understandings and attitudes.

Structure of the LOTE program:

- Students in Years Foundation to 5 will study equal parts Indonesian and German throughout the year. Students in Foundation will be introduced to learning these languages by first looking more generally at ways of communicating and the idea that different languages are used by different people in different parts of the world.
- In Year 6 students will have an opportunity to choose a language of interest to learn and pursue this learning independently, using language learning technology, with support of the LOTE teacher.
Students in Foundation also spend time exploring the use of codes and symbols in communicating and interpreting language.
- The overall focus in learning language is that it is learned in context. The context will be provided by exploring the culture of different language groups. For example, students will learn Indonesian language associated with food and eating through finding out about these aspects of Indonesian culture.

LOTE Scope and Sequence: Foundation to Year 2

Reading & Viewing (Phase 1)

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual understandings

Print conveys meaning.	Stories can tell about imagined worlds.	Printed information can tell about the real world.
Visual language is all around us.	The pictures, images, and symbols in our environment have meaning.	We can enjoy and learn from visual language.

Writing (Phase 1)

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual understandings

Writing conveys meaning.	People write to tell about their experiences, ideas and feelings.	Everyone can express themselves in writing.	Talking about our stories and pictures helps other people to understand and enjoy them.
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Speaking & Listening (Phase 1)

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual understandings

Spoken words connect us with others	People listen and speak to share feelings	People ask questions to learn from others
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Reading & Viewing (Phase 2)

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual Understanding

The sounds of spoken language can be represented visually.	Written language works differently from spoken language.	Consistent ways of recording words or ideas enable members of a language community to communicate.	People read to learn.	The words we see and hear enable us to create pictures in our minds.
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Visual texts can immediately gain our attention	Viewing and talking about images others have created helps us to understand and create our own presentations
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Writing (Phase 2)

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual Understanding

People write to communicate	The sounds of spoken language can be represented visually (letters, symbols, characters).	Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.	Written language works differently from spoken language
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Speaking & Listening (Phase 2)

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual Understanding

The sounds of language are a symbolic way of representing ideas and objects.	People communicate using different languages.	Everyone has the right to speak and be listened to.
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Foundation-Year 2

LOTE Achievement standard:

GERMAN

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, Ich heiÙe ... Auf Wiedersehen! and express likes and dislikes. When interacting, they use short formulaic expressions, for example, Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit! and make simple statements, such as Das ist ... Ich wohne in ... Ich mag ... They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including ch, u, r and z. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as der Lehrer, eine Freundin, Das ist mein Stift, including some pronouns, for example, ich, du, er, sie, es, wir and possessive adjectives, mein/e, dein/e. They use nein and nicht for negation, and verb forms bin, bist and ist, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words. Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.

INDONESIAN

By the end of Year 2, students interact with teachers and peers through play- and action-related language. They use greetings such as Selamat pagi/siang and respond to instructions such as Berdirilah, Masuklah through actions. Students pronounce the vowel sounds, and c (ch). They respond to questions (for example Apa? Siapa? Berapa?) with responses that include ya/tidak, verbs such as ada/mau/suka/bisa/boleh, and/or names and numbers (up to ten). They identify specific words or items in oral and written texts such as names of objects and people, and respond by using actions or drawing or labelling a picture. They present factual information at word and simple sentence level, such as lists, labels, descriptions and sharing/news reports, relying on formulaic language and modelled examples. They show comprehension and create simple texts such as a description, story or comic by matching pictures and captions. They use vocabulary related to their class and home environments. Students use simple verbs such as lari, main, makan and use the pronouns saya, kamu and Pak/Bu to address others. Students comment on similarities and differences in meanings of words, noticing that some cannot be readily translated, for example, takraw. They comment on aspects of using Indonesian and express feelings about learning Indonesian.

Students know that Indonesian is written using the same alphabet as English but that some sounds are different. They know that they communicate in English (and possibly other languages) and that Indonesian is spoken in a country called Indonesia. They identify Indonesian words that are similar to English, for example, buku, komputer and es krim. Students identify some distinctive Indonesian words such as komodo, durian and kancil. They know that language and culture are related.

LOTE Content Descriptors

Communicating

GERMAN

Socialising

Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes

[Key concepts: self, family; Key processes: interacting, greeting, thanking] (ACLGEC103)

Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions

[Key concepts: play, performance, action learning; Key processes: participating, taking turns] (ACLGEC104)

Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests

[Key concepts: roles, routines; Key processes: following instructions, participating, listening] (ACLGEC105)

Informing

Identify key words and information in simple shared texts related to personal worlds

[Key concepts: literacy, text; Key processes: locating, matching, ordering] (ACLGEC106)

Convey factual information about self, family and possessions through pictures, labels, captions and short descriptions, using familiar words and modelled language

[Key concepts: identity, belonging; Key processes: naming, labelling, describing] (ACLGEC107)

Creating

Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling

[Key concepts: imagination, performance, setting; Key processes: participating, responding] (ACLGEC108)

Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities

[Key concepts: role-play, discussion, imagination; Key processes: performing, expressing] (ACLGEC109)

Translating

Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience

[Key concepts: representation, difference; Key processes: noticing, comparing] (ACLGEC110)

Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English

[Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing] (ACLGEC111)

Reflecting

Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words

[Key concepts: language, culture, difference; Key processes: noticing, comparing, observing] (ACLGEC112)

Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity

[Key concepts: self, identity; Key processes: expressing, describing, noticing] (ACLGEC113)

INDONESIAN

Socialising

Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Participate in structured play and class activities, exchanging with peers and teacher greetings and information about self, family and interests

[Key concepts: self, family; Key processes: playing, imitating] (ACLINC001)

Participate in guided group activities such as games, songs and simple tasks, using movement, gesture and pictures to support meaning

[Key concept: play; Key processes: singing, chanting, drawing] (ACLINC002)

Participate with teacher and peers in class routines and activities, including following instructions and taking turns

[Key concepts: routine, sharing; Key processes: shared reading, following instructions] (ACLINC003)

Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Locate specific words and familiar phrases in texts such as charts, lists and songs, and use information to complete guided oral and written tasks

[Key concepts: literacy, numeracy; Key processes: selecting, sorting, matching] (ACLINC004)

Give factual information about self, family and significant objects using labels, captions and descriptions

[Key concepts: self, favourite; Key processes: describing, showing] (ACLINC005)

Creating

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Participate in shared reading and play-acting, and respond through singing, chanting, action and movement

[Key concepts: character, story; Key processes: playing, choral reading; Key text types: fairy tale, fable, comic, cartoon, song, rhyme] (ACLINC006)

Use familiar words, phrases and patterns to create captions and participate in shared performances and games

[Key concept: performance; Key processes: performing, singing, dancing; Key text types: chant, song, poster, puppet show] (ACLINC007)

Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Translate familiar words and phrases, using visual cues and word lists, noticing how words may have similar or different meanings

[Key concepts: similarity, difference; Key process: noticing] (ACLINC008)

Create captions, labels and statements for the immediate learning environment in both Indonesian and English

[Key concepts: etiquette, respect, equivalence; Key processes: labelling, displaying] (ACLINC009)

Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Notice what may look or feel similar or different to own language and culture when interacting in Indonesian

[Key concepts: communication, respect; Key processes: noticing, comparing] (ACLINC010)

Describe aspects of self such as family, school/class, gender and language/s, noticing how these are part of one's identity

[Key concept: self; Key processes: describing, noticing] (ACLINC011)

Understanding

GERMAN

Systems of language

Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds

[Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising] (ACLGEU114)

Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains

[Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting] (ACLGEU115)

Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes

[Key concepts: structure, form; Key processes: noticing, recognising, comparing] (ACLGEU116)

Language variation and change

Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people

[Key concepts: register, language conventions, social practice; Key processes: noticing, comparing] (ACLGEU117)

Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other

[Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognising] (ACLGEU118)

Role of language and culture

Notice that the languages people use relate to who they are and where and how they live

[Key concepts: place, culture; Key processes: noticing, exploring] (ACLGEU119)

INDONESIAN

Systems of language

Understanding the language system, including sound, writing, grammar and text.

Reproduce the sound and spelling of the vowels and the letters c (ch) and trilled r, and recognise that Indonesian is written using the Roman alphabet

[Key concept: pronunciation; Key processes: reading aloud, mimicking] (ACLINU012)

Recognise questions, commands and simple subject-focus sentences, and develop vocabulary for people, places and things in their personal world

[Key concepts: possession, word order; Key processes: naming, noticing patterns] (ACLINU013)

Understand that language is organised as 'text', and recognise features of texts such as songs, chants, labels and captions

[Key concept: text; Key processes: recognising, identifying] (ACLINU014)

Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Recognise that ways of greeting and addressing others may change according to cultural norms

[Key concepts: appropriateness, respect; Key processes: noticing, selecting] (ACLINU015)

Develop awareness that Indonesian and English borrow from each other.

[Key concept: borrowing; Key process: observing] (ACLINU016)

Roles of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Notice that the languages people use and the way they use them relate to who they are and where and how they live.

[Key concepts: norm, culture; Key process: making connections] (ACLINU017)

LOTE Scope and Sequence Year 3 & 4

Reading & Viewing (Phase 2)

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Conceptual understandings

The sounds of spoken language can be represented visually.	Written language works differently from spoken language.	Consistent ways of recording words or ideas enable members of a language community to communicate.	People read to learn.	The words we see and hear enable us to create pictures in our minds.
Visual texts can immediately gain our attention			Viewing and talking about images others have created helps us to understand and create our own presentations	

Writing (Phase 2)

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Conceptual understandings

People write to communicate	The sounds of spoken language can be represented visually (letters, symbols, characters).	Consistent ways of recording words or ideas enable members of a language community to understand each other's writing.	Written language works differently from spoken language
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Speaking & Listening (Phase 2)

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Conceptual understandings

The sounds of language are a symbolic way of representing ideas and objects.

People communicate using different languages.

Everyone has the right to speak and be listened to.

Reading & Viewing (Phase 3)

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Conceptual understandings

Different types of texts serve different purposes.

What we already know enables us to understand what we read.

Applying a range of strategies helps us to read and understand new texts.

Wondering about texts and asking questions helps us to understand the meaning.

The structure and organization of written language influences and conveys meaning.

Visual texts can expand our database of sources of information.

Visual texts provide alternative means to develop new levels of understanding.

Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.

Different visual techniques produce different effects and are used to present different types of information.

Writing (Phase 3)

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that

writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual understandings

We write in different ways for different purposes.	The structure of different types of texts includes identifiable features.	Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.	Thinking about storybook characters and people in real life helps us to develop characters in our own stories.	When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
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Speaking & Listening (Phase 3)

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Conceptual understandings

Spoken language varies according to the purpose and audience.	People interpret messages according to their unique experiences and ways of understanding.	Spoken communication is different from written communication—it has its own set of rules.
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Year 3 & 4

LOTE Achievement standard:

GERMAN

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto. They reproduce German short and long single vowel and diphthong sounds, including Umlaute, and Eszett, and initial consonants and blends, for example, Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei. They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, und, aber, oder, to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, heißen, kosten, spielen, wohnen), some irregular verb forms, (for example, bin, bist, ist, sind, hast, hat), and limited forms of modal verbs, (for example, kann, mag, möchte, muss), simple past tense verbs, (for example, hatte, ging, war) and the accusative case, (for example, Ich habe einen Hund.). They respond to and use interrogatives, such as was, wann, wer, wie, wie viele, wo and some ja/nein questions. They refer to time, manner and place using familiar words and phrases, for example, morgen, sehr gut, im Wald. They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the Eszett and show how the Umlaut alters the pronunciation of particular vowels (ä, ö, ü). They identify single letters, some consonant clusters (sch) and vowel combinations (au, ei, eu, ie). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give

examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

INDONESIAN

By the end of Year 4, students interact in classroom routines and structured interactions with teachers and peers. They reproduce the sounds of au (for example, mau) and g (for example, gemuk) and the final sound k (for example, tidak). Students follow instructions (such as Duduklah or Bukalah bukumu), make requests and respond with actions. They respond to questions such as Di mana? Kapan? Apakah?, by using simple phrases. They engage with texts, relying on graphics, key words and examples to support understanding, and respond using formulaic language. Students present factual information in texts through, for example, describing, listing and using tables. They work with modelled language to create their own texts, such as sequencing pictures and statements to create a comic and using word lists to complete a paragraph or simple story. Students use vocabulary related to school (such as buku, pensil, kursi), home (such as rumah, kamar, mobil) and some interests (such as suka main komputer, berenang, naik sepeda) to create simple informative and descriptive texts. They describe amounts using cardinal numbers with belas and puluh, and create plurals by doubling nouns. Students state preferences using Saya [tidak] suka..., and use adjectives, including adjectives of size and colour (for example, besar, merah, tinggi, lucu), following the noun. They create subject-focus sentences, and use simple possessive word order such as teman saya or rumahnya, the prepositions di and ke, and the conjunction dan. Students translate texts using word lists and dictionaries, identifying words and expressions that do not have word-to-word equivalence, such as 'footy' or becak. They observe how language use, including their own, is influenced by culture and notice how it can influence intercultural experiences.

Students differentiate statements from questions according to intonation. They state that possessive word order in Indonesian differs from English. Students know that language use varies according to who is using it and with whom such as kamu for friends and Bu/Pak for teachers, and that some terms have specific cultural meanings, such as pronouns derived from family terms (for example, Bapak/Pak, Ibu/Bu). They make comparisons between Indonesian and English, particularly identifying similarities and differences in cultural practices related to daily routines and special occasions.

LOTE Content Descriptors

Communicating

GERMAN

Socialising

Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities

[Key concepts: friendship, identity; Key processes: describing, expressing] (ACLGEC120)

Participate collaboratively in shared class experiences and transactions

[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning] (ACLGEC121)

Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning

[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding] (ACLGEC122)

Informing

Obtain and process information from peers and texts related to personal, social and natural worlds

[Key concepts: community, family, friends; Key processes: reading, listening, selecting, organising] (ACLGEC123)

Present information in modelled spoken and written texts relating to personal, social and natural worlds

[Key concepts: family, friends; Key processes: describing, presenting, collating] (ACLGEC124)

Creating

Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters

[Key concepts: character, events; Key processes: describing, retelling] (ACLGEC125)

Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports

[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting] (ACLGEC126)

Translating

Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family

[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining] (ACLGEC127)

Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community

[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating] (ACLGEC128)

Reflecting

Notice and describe what looks or feels similar or different to own language and culture when interacting in German

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing] (ACLGEC129)

Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends

[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying] (ACLGEC130)

INDONESIAN

Socialising

Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Share with peers and teacher information about aspects of personal world such as daily routines, home, and favourite objects and pastimes

[Key concepts: routine, occasion; Key processes: describing, sharing] (ACLINC018)

Contribute to class activities such as solving a problem, creating a display or conducting a role-play/scenario

[Key concept: collaboration; Key processes: problem solving, participating] (ACLINC019)

Respond to questions, instructions and requests, and participate in routine exchanges

[Key concepts: respect, sopan santun; Key processes: interacting, responding] (ACLINC020)

Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Obtain and share information from peers and texts related to family, home, routines and interests

[Key concepts: routine, pastimes; Key processes: selecting, tabulating, categorising] (ACLINC021)

Present information about school and neighbourhood using tables, lists and descriptions

[Key concept: data; Key processes: informing, organising] (ACLINC022)

Creating

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Listen to, read and view creative texts such as rhymes, songs and stories, identifying characters and acting out events

[Key concepts: character, plot; Key processes: performing, recounting; Key text types: fable, legend, song, children's television] (ACLINC023)

Create texts such as dialogues and stories, using formulaic expressions and modelled language

[Key concepts: humour, imagination; Key processes: presenting, creating; Key text types: play, poem] (ACLINC024)

Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Translate using textual cues such as pictures, layout and key words to predict meaning, and comment on the non-equivalence of words due to cultural differences

[Key concepts: gist, meaning; Key processes: translating, predicting] (ACLINC025 - Scootle)

Produce texts such as descriptions and signs in both Indonesian and English for the school community

[Key concepts: similarity, difference; Key processes: describing, captioning] (ACLINC026)

Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity. Communicate in Indonesian using routine phrases and expressions, recognising that such language reflects cultural practices and norms

[Key concepts: politeness, etiquette; Key processes: experimenting, connecting] (ACLINC027)

Interact with others and noticing how identity matters, such as in use of terms of address, who and what is included, and what language is used

[Key concept: membership; Key processes: interacting, noticing] (ACLINC028)

Understanding

GERMAN

Systems of language

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts

[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising] (ACLGEU131)

Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts

[Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections] (ACLGEU132)

Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes

[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining] (ACLGEU133)

Language variation and change

Recognise some of the common variations in German as it is used in different contexts by different people

[Key concepts: variation, register; Key processes: noticing, comparing, exploring] (ACLGEU134)

Recognise that German and English are related languages and that German is an important European and global language

[Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching] (ACLGEU135)

Role of language and culture

Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices

[Key concepts: connections, values, traditions; Key processes: identifying, describing] (ACLGEU136)

INDONESIAN

Systems of language

Understanding the language system, including sound, writing, grammar and text.

Recognise and reproduce pronunciation conventions, including loan words from English and intonation for questions, statements and commands.

[Key concept: intonation; Key processes: imitating, discriminating sounds] (ACLINU029)

Develop understanding of ways to express possession and describe qualities of people and objects, and expand vocabulary related to personal and social world

[Key concepts: action, sequence; Key processes: describing, relating, predicting] (ACLINU030)

Recognise that texts such as stories, games and conversations have particular features

[Key concept: genre; Key processes: observing patterns, distinguishing] (ACLINU031)

Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Understand that language varies according to age, gender and social position, such as place in the family

[Key concept: status; Key processes: observing, comparing] (ACLINU032)

Recognise that Indonesian is the official language of Indonesia and is one of many languages in the Asia-Pacific region

[Key concept: official language; Key process: understanding] (ACLINU033)

Roles of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Make connections between cultural practices and language use, such as specific vocabulary and expressions

[Key concept: diversity; Key processes: comparing, connecting] (ACLINU034)

LOTE Scope and Sequence: Year 5 & 6

Reading & Viewing (Phase 3)

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Conceptual understandings

Different types of texts serve different purposes.	What we already know enables us to understand what we read.	Applying a range of strategies helps us to read and understand new texts.	Wondering about texts and asking questions helps us to understand the meaning.	The structure and organization of written language influences and conveys meaning.
Visual texts can expand our database of sources of information.	Visual texts provide alternative means to develop new levels of understanding.	Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.	Different visual techniques produce different effects and are used to present different types of information.	

Writing (Phase 3)

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Conceptual understandings

We write in different ways for different purposes.	The structure of different types of texts includes identifiable features.	Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.	Thinking about storybook characters and people in real life helps us to develop characters in our own stories.	When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.
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Speaking & Listening (Phase 3)

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Conceptual understandings

Spoken language varies according to the purpose and audience.

People interpret messages according to their unique experiences and ways of understanding.

Spoken communication is different from written communication—it has its own set of rules.

Reading & Viewing (Phase 4)

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Conceptual understandings

Reading and thinking work together to enable us to make meaning.

Checking, rereading and correcting our own reading as we go enable us to read new and more complex texts.

Identifying the main ideas in the text helps us to understand what is important.

Knowing what we aim to achieve helps us to select useful reference material to conduct research.

Visual texts have the power to influence thinking and behaviour.

Interpreting visual texts involves making an informed judgment about the intention of the message.

To enhance learning we need to be efficient and constructive users of the internet.

Writing (Phase 4)

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Conceptual understandings

Writing and thinking work together to enable us to express ideas and convey meaning.

Asking questions of ourselves and others helps to make our writing more focused and purposeful.

The way we structure and organize our writing helps others to understand and appreciate it.

Rereading and editing our own writing enables us to express what we want to say more clearly.

Speaking & Listening (Phase 4)

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those

conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Conceptual understandings

Spoken language varies according to the purpose and audience.	People interpret messages according to their unique experiences and ways of understanding.	Spoken communication is different from written communication—it has its own set of rules.
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Year 5 & 6

LOTE Achievement standard:

GERMAN

By the end of Year 6, students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, *Bist du fertig? Was machst du jetzt? Verstehst du das?* respond to requests and share experiences of learning, for example, *Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.* They use descriptive and expressive vocabulary, including adjectives such as *aufgeregt, glücklich, nervös, sauer* and *traurig*, to express feelings and make statements such as *Ich nehme ein Käsebrötchen.* They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of *ch*. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, *Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.* and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs *dürfen* and *müssen* and some common separable verbs such as *mitbringen* and *fernsehen*. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, *viel Wasser, neue Schuhe; lieber, oft, jeden Tag.* They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing *ch, j, w* and *z*, and diphthongs such as *au, ei, eu* and *ie*. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.

INDONESIAN

By the end of Year 6, students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities. They locate specific details and use familiar words and phrases to predict meanings in texts. They respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language. Students produce *ng/ny/ngg* sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words. They ask and respond to questions using *Apa?, Siapa? Berapa?* and *Di mana?*, and interact spontaneously with peers in discussions on familiar topics. Students use subject-focus construction with a range of *ber-* verbs (such as *bermain, berjalan, bercakap-cakap, berenang*) and formulaic *me-* verbs (such as *membaca, mendengarkan,*

menonton). They express numbers using ratus and ribu, and describe character and appearance using noun + adjective word order, (for example, Rumah Budi besar; Dia tinggi dan lucu). Students use possessive word order (for example, Nama teman saya...) and describe events in time using pada with whole numbers and days of the week. They use prepositions (such as di atas/dalam/belakang), and conjunctions (such as karena and tetapi). They translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures. Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences. Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English. They identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs. Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed. They identify loan words from English and their Indonesian spelling (televisi) and pronunciation (kriket). They describe similarities and differences between aspects of language and culture, such as celebrations (for example Idul Fitri and Hari Ulang Tahun), leisure (for example, takraw, bulu tangkis) and the environment (for example, desa, hutan). Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, Selamat siang, mandi, guling) that cannot be directly translated.

LOTE Content Descriptors

Communicating

GERMAN

Socialising

Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings

[Key concepts: school, home, routines, relationships; Key processes: listening, describing] (ACLGEC137)

Participate in guided tasks such as planning and organising events and completing transactions

[Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting] (ACLGEC138)

Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning

[Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting] (ACLGEC139)

Informing

Gather, compare and respond to information from different sources relating to social and natural worlds

[Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing] (ACLGEC140)

Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements

[Key concepts: youth issues, audience; Key processes: representing, transposing, comparing] (ACLGEC141)

Creating

Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings

[Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing] (ACLGEC142)

Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings

[Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting] (ACLGEC143)

Translating

Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English

[Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting] (ACLGEC144)

Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community

[Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting] (ACLGEC145)

Reflecting

Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions

and adjustments

[Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting] (ACLGEC146)

Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult

[Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing] (ACLGEC147)

INDONESIAN

Socialising

Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.

Interact with peers to describe aspects of daily life, school, friends and pastimes

[Key concepts: friendship, leisure; Key processes: corresponding, interacting] (ACLINC035)

Collaborate with peers to plan and conduct a shared event or activity such as hosting a class guest or working with a buddy class

[Key processes: planning, organising, negotiating] (ACLINC036)

Participate in classroom interactions and structured tasks by asking and responding to questions, seeking permission and expressing preferences

[Key concepts: collaboration, responsibility; Key processes: requesting, interacting] (ACLINC037)

Informing

Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.

Locate, classify and compare factual information from texts about aspects of daily life and significant events across cultures

[Key concepts: lifestyle, event; Key processes: classifying, comparing] (ACLINC038)

Convey information about aspects of language and culture using diagrams, charts, timelines, descriptions and guided reports

[Key concept: literacy; Key processes: describing, reporting] (ACLINC039)

Creating

Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music.

Engage with texts such as cartoons, dialogues and fairy tales, and respond by describing aspects such as characters and actions

[Key concepts: fact, fiction; Key process: describing; Key text types: story, script, cartoon] (ACLINC040)

Compose and perform texts such as a skit, rap or video clip, based on a stimulus, concept or theme

[Key concepts: imagination, drama; Key processes: performing, composing; Key text types: dialogue, narrative] (ACLINC041)

Translating

Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.

Translate texts from Indonesian to English and vice versa, selecting from possible choices to create appropriate meaning

[Key concept: meaning; Key processes: translating, selecting] (ACLINC042)

Create for the school community simple bilingual texts such as reports, instructions and games

[Key concept: equivalence; Key processes: comparing, modifying] (ACLINC043)

Reflecting

Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.

Engage in intercultural experiences, describing aspects that are unfamiliar or uncomfortable and discussing own reactions and adjustments

[Key concepts: reaction, strangeness; Key processes: accommodating/rejecting, suggesting] (ACLINC044)

Share experiences of learning and using Indonesian, and comment on aspects that have been accepted or rejected and how this has impacted on own identity

[Key concepts: belonging, identity; Key processes: recording, evaluating] (ACLINC045)

Understanding

GERMAN

Systems of language

Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation

[Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules] (ACLGEU148)

Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences

[Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding] (ACLGEU149)

Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced

[Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming] (ACLGEU150)

Language variation and change

Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations

[Key concepts: variation, place, identity; Key processes: observing, comparing, analysing] (ACLGEU151)

Understand why language is important and recognise that languages and cultures change over time and influence one another

[Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding] (ACLGEU152)

Role of language and culture

Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community

[Key concepts: norms, values; Key processes: observing, comparing, connecting] (ACLGEU153)

INDONESIAN

Systems of language

Understanding the language system, including sound, writing, grammar and text.

Notice pronunciation of phonemes such as ng/ngg/ny, and notice the difference in pronunciation of loan words from English

[Key concepts: loan, emphasis; Key processes: experimenting, predicting] (ACLINU046)

Understand how to express actions and events in time and place using prepositions, and continue to expand knowledge of ber- verbs and vocabulary

[Key concepts: time, place; Key processes: applying, understanding] (ACLINU047)

Develop understanding of how grammatical structures and rules influence textual organisation

[Key concept: coherence; Key processes: connecting, applying] (ACLINU048)

Language variation and change

Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.

Develop awareness that language use reflects different contexts, purposes and audiences

[Key concepts: social distance/intimacy, context; Key processes: analysing, predicting] (ACLINU049)

Recognise that Indonesian contains influences from other languages, such as regional and foreign languages

[Key concepts: change, borrowing; Key processes: identifying, discussing] (ACLINU050)

Role of language and culture

Analysing and understanding the role of language and culture in the exchange of meaning.

Recognise that language and culture are integral to the nature of identity and communication

[Key concept: assumptions; Key processes: exploring, examining connections] (ACLINU051)

