**Rationale**

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning offers students the opportunity for engagement with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is not sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

**Aims**

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their own heritage, values, culture and identity

- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

**Year 3 and 4 Achievement Standard**

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, El bolso de Susana es hermoso, requesting help (for example, Necesito ayuda con mi bicicleta) and seeking permission such as ¿Puedo ir al salón de informática? They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning.

- They make statements using the present tense and the present + infinitive form (for example, quiero cantar, quiero salir) about aspects of their lives, such as school, home and everyday routines (for example, Mi escuela está cerca de mi casa, Me gusta la clase de español). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others’ lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as La bruja es amable, animales, and their own reactions such as El payaso está triste in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as y, or, porque and pero, and prepositions such as con, de and en. Students use vocabulary related to school, home and lifestyles (for example, divertido, alto, gordo, grande). They use possessive adjectives (for example, mi libro, nuestro coche), adjectives (for example, extraño, fantástico), singular and plural forms (for example, el abrigo, la cafetería, las pelotas, los mensajes) and regular verbs (for example, cantar, comer, ver) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as Sarita, gato.

Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as ¿Me pasa el iPad por favor?
Year 3 and 4 Level Description

The nature of the learners
At this level, children are developing awareness of their social worlds and of their memberships of various groups, including the Spanish class. They are further developing literacy capabilities in English, such as writing in the Roman alphabet, and this assists to some degree in learning Spanish. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Spanish language learning and use
The development of oral proficiency at this stage continues to rely on rich language input in different modes, including examples of different accents and varieties of Spanish in the Spanish-speaking world. Children engage in a lot of listening and responding by actions, building active listening and comprehension skills. Language is authentic with some modification, involving familiar vocabulary and simple structures. Children are supported to expand their use of the language in familiar interactions and situations, such as exchanging simple ideas and information, negotiating predictable activities, and participating in shared tasks, performances and play. They continue to build vocabulary that can be adapted for different purposes, and to control simple grammatical forms with some accuracy. Attention is focused on grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use through purposeful communicative activities and experiences.

Contexts of interaction
The contexts in which learners interact are primarily local: the classroom, school, home and community, with some access to wider communities of Spanish speakers and resources via digital technology.

Texts and resources
Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, and multimodal texts. Imaginative and interactive texts (for example, picture books, stories, puppet plays, songs and games) develop the expressive and cultural dimensions of language. Texts such as negotiated classroom rules, lists of planned activities, and family or class profiles show how language is used to ‘get things done’. Learners may have access to resources developed for children in Spanish-speaking countries, such as children’s television programs, storybooks or web pages, as a way of developing cultural knowledge.

Features of Spanish language use
Learners recognise and use intonation patterns to express different meanings. They apply their knowledge of sound-letter associations to spell new words. They recognise and use elements of grammar such as gender and singular/plural forms, simple verb forms, adjectives, adverbs, pronouns and prepositions to understand and to create simple spoken and written texts. Learning Spanish contributes to learners’ general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter varieties of Spanish language and cultures represented in the Spanish-speaking world, they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to thinking about cultural and linguistic diversity and about what it means to speak more than one language in the contemporary world.

Level of support
This stage of learning involves extensive support. Learners are given a variety of opportunities to apply their Spanish language knowledge in meaningful activities in order to build communicative skills, confidence and fluency. Tasks are carefully scaffolded. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

The role of English
Learners are supported to use Spanish as much as possible for classroom routines, social interaction, structured learning tasks and language experimentation and practice. English is used for discussion, explanation and reflection, enabling learners to develop a language (a metalanguage) for sharing ideas about linguistic and cultural systems and experience. Using both Spanish and English in the classroom develops awareness of what it means to be bilingual.

Year 3 and 4 Content Descriptions

Communicating

Socialising
Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes. [Key concepts: routine, home; Key processes: questioning, responding, describing]
Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions. [Key concept: collaboration; Key processes: contributing, exchanging]
Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others. [Key concepts: cooperation; school life; Key processes: questioning, requesting, suggesting]

Informing
Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests. [Key concepts: routine; events; Key processes: identifying, recording, questioning]
Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images. [Key concepts: experience, representation, culture; Key processes: describing, presenting]

Creating
Read, view and listen to stories, children’s television programs and songs and make simple statements about characters, themes and reactions. [Key concepts: character, plot; Key processes: comparing, responding, experimenting]
Create short imaginative texts such as dialogues and stories using modelled language. [Key concept: imagination; Key processes: experimenting, performing, creating]

Translating
Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings. [Key concepts: gist, meaning; Key processes: matching, translating, comparing]
Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts. [Key concepts: similarities, differences; Key processes: comparing, explaining]

Reflecting
Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices. [Key concepts: communication, difference, respect; Key processes: noticing, comparing, reflecting]
Explore own sense of identity, for example, by discussing membership of groups such as a dub, a country or a language-speaking community, and how these elements of identity are reflected in language use. [Key concepts: belonging, membership; Key processes: describing, representing]

Systems of Language
Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements. [Key concepts: intonation, spelling, accent; Key processes: discriminating sounds, recognising words]
Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts. [Key concepts: grammatical rules, patterns of language, gender; Key processes: recognising, applying]
Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions. [Key concepts: language features, structure; Key processes: observing, comparing]

Language variation and change
Understand that language use varies according to the age and relationship of participants. [Key concepts: register, status; Key processes: observing, explaining]
Recognise that languages change with use over time and according to context. [Key concepts: influence, change, exchange; Key processes: identifying, classifying, comparing]
Identify the variety of languages represented in the school, local community and general Australian population. [Key concepts: community, diversity; Key processes: mapping, grouping]

Role of language and culture
Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection. [Key concepts: culture as process and practice, values; Key processes: noticing, comparing, connecting]