The Framework for Aboriginal languages and Torres Strait Islander languages includes three learner pathways:

- **First language learner pathway**
- **Revival language learner pathway**
- **Second language learner pathway**

Sequences of learning:
The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- **Foundation-Year 10 sequence**
  - Years 7-10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation-Year 2 followed by two-year bands of learning: Years 3-4; Years 5-6; Years 7-8 and Years 9-10. In the absence of pedagogical evidence across the entire country for these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

**Content structure** The content of the Australian Curriculum: Languages is organized through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning.
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1. **communication**
2. **analysis of aspects of language and culture**
3. **reflection that involves**
   - reflecting on the experience of communicating
   - reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).

**Year 5 and 6 Achievement Standard** By the end of Year 6, students use spoken and written Vietnamese for classroom interactions and to share ideas and opinions and express feelings. They exchange information about aspects of their daily life, school, friends and leisure activities. They make shared decisions and arrangements, organise events and complete transactions. When participating in classroom and collaborative activities, they ask and respond to questions, and express opinions, for example, Bán thích ăn cơm hay phở? Tôi thích ăn phở vì nó thơm ngon và béo. Students use specific features of pronunciation and intonation, including tones, when interacting. They locate, classify and compare information from a range of familiar texts, and share information and ideas on topics of interest in paragraphs or short texts selected to suit different audiences. They respond to imaginative texts by describing key elements, and create short imaginative texts or alternative versions of texts they have heard, read or viewed. Students use everyday language and topic-specific vocabulary to express ideas and opinions and discuss events in time and place. They construct sentences using nouns, pronouns, adjectives, adverbs and familiar expressions and idioms (for example, den như mưa, nhìn như but, có công mài sáu có ngây nên kim), to suit the context and purpose of communication. Students use simple sentences and form compound sentences using conjunctions such as và/hay/hoặc, vi, nhung, nên. When writing, they apply appropriate spelling and punctuation in a range of sentence types. Students translate simple texts from Vietnamese into English and vice versa, identifying words that are easy or difficult to translate, and create bilingual texts for their own language learning and for the school community. Students identify ways in which their family origins, traditions and beliefs impact on their identity and influence how they communicate in Vietnamese and English.

Students form new words by adding or changing tone markers, initial consonants and vowels (for example, *bọ*<sup>cu</sup>, *bọ*<sup>du</sup>, *tu*<sup>chu</sup>, *chọ*<sup>chu</sup>), and identify how changes to pitch affect the meaning of words, for example, *trúng*<sup>thiên</sup> (ngôn chê) / *trúng*<sup>dây</sup> (ngôn chê). They compare the structure and language features of familiar texts and identify ways in which audience, context and purpose influence language choices. They identify ways in which language use varies according to context and situation, for example, Chào các bạn. Kính thưa thầy cô.<sup>Yc</sup> Students provide examples of how the Vietnamese language has changed over time and identify ways in which regional dialects and accents have influenced the language, for example, dialectal variations such as *bọ*<sup>ba</sup>, *mả*<sup>ma</sup>, *lá*<sup>ław</sup> (<em>dâu</em>)/*bọ*<sup>ba</sup> (<em>dâu</em>). They identify language choices that reflect the influence of Vietnamese values and beliefs, and apply culturally appropriate behaviours and language when communicating in a range of familiar situations.

**Year 5 and 6 Achievement Standard**

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### Year 5 and 6 Level Description

The nature of the learners
At this level, learners have established communication and literacy skills in Vietnamese that enable them to explore aspects of Vietnamese language and culture as well as topical issues or themes drawn from other key learning areas. They are widening their social networks, experiences and communicative repertoires in both Vietnamese and English, and developing some biliteracy capabilities. They participate in collaborative tasks that both recycle and extend language. They are gaining greater independence and becoming more conscious of their peers and social context, and have an increased awareness of the world around them.

**Vietnamese language learning and use**

Purposeful language use in authentic contexts and shared activities in the classroom develop language skills and enhance communication and understanding. Learning how Vietnamese is structured reinforces their oracy and literacy. Learners develop their speaking skills by interacting with teachers, peers, family and local Vietnamese speakers to share their own and enquire about others' experiences, interests and opinions. They have access to a broader range of vocabulary, and use strategies such as effective listening skills to support communication. They explore Vietnamese language and culture by engaging with simple folk tales (truyện cổ tích), fables (truyện ngụ ngôn) and folk songs (ca dao). They read extracts from both Vietnamese and Australian imaginative texts to engage with themes, characters and messages, and explore embodied cultural beliefs, values and practices. They read non-fiction to obtain information about significant places, figures and events relating to Vietnamese-speaking communities, and apply their language knowledge and skills to decode unknown words and predict meaning. Individual and group presentation and performance skills are developed through modelling, rehearsing and resourcing the content of presentations. Learners write more accurately and fluently for a wider range of purposes and audiences, for example, creating imaginative narratives and weekly journals describing personal experiences to share with their peers.

**Contexts of interaction**

Learners use Vietnamese in the classroom and in their extended social space, such as family, neighbourhood and community, for a widening range of purposes, for example, exchanging information, expressing ideas and feelings, and responding to experiences. They are able to work more independently, and also enjoy working collaboratively. They explore cultural aspects of communication, and use information and communication technologies (ICT) to support and enhance their learning.

**Texts and resources**

Learners interact with an increasing range of informative, persuasive and imaginative texts about their neighbourhood, Vietnamese-speaking communities and individuals. They refer to and use a broad range of grammatical and lexical resources to understand and communicate in Vietnamese. The use of dictionaries is encouraged to support language acquisition and accuracy of language use, ensuring the correct interpretation of similar words, for example, 'đối' as giá or cò; ngon as 'tasty' or 'delicious'.

**Features of Vietnamese language use**

Learners’ pronunciation, intonation and phrasing are more confident. They apply appropriate sentence structures, using nouns, adjectives, verbs, conjunctions and writing conventions to express opinions (for example, Tôi thích tiếng Việt đẹp mượt về lời bài hát), and describe actions and events in relation to time and place (for example, Tùng trước tơi đất dự hạ chớ Tời ở Richmond hoặc qua ba mẹ tôi chưa ai rút cho tôi ở nhà), in a range of written texts. They use comparative modes (for example, đẹp hơn, đẹp hơn, đẹp hơn), possessive cases (for example, cái a có anh, tương tự) and time expressions (for example, năm trước, năm nay, tháng sau, hôm kia, ngày mai) to express themselves in a range of social situations. They reflect on language and how it is used in different ways to communicate. They explore cross-linguistic and intercultural influences on the Vietnamese language, such as words derived from Chinese (phú quyển, sự phu, phụ nữ) and French (ga-ra, cô dì và cún-tīn). As they use Vietnamese for a wider range of interactions, they recognise how language features and expressions reflect cultural beliefs and practices (for example, con sò hến, ngày tuổi, bò, ngan, Chu lâu đây con hái, lang bò, ngan dưa, bò, ngan, Chu lâu đây con hái). They are exploring aspects of some grammatical forms or vocabulary, for example, using informal or formal language to address others in specific contexts (Châu biết bây giờ bát Tối rằng bánh Aho cha em mới môn quê).

**Level of support**

While learners work both independently and collaboratively at this level, ongoing support and feedback are incorporated into activities such as the production of written texts. Support includes the provision of models, scaffolds, stimulus materials, and resources such as word charts, vocabulary lists and dictionaries.

**The role of English**

Classroom interactions are increasingly bilingual. Vietnamese is used primarily for communication, while English and Vietnamese are used for discussion of linguistic features and cultural practices, and for reflective tasks and explanations. Learners are given opportunities to think about personal and community identity. They engage with texts that reflect Vietnamese culture, and ask questions about cultural values and practices and how these relate to their own sense of identity when interacting in Vietnamese-English-speaking contexts.

### Year 5 and 6 Content Descriptions

#### Communicating

**Socialising**

Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities.

- **Key concepts:** school, daily life, leisure, place; **Key processes:** socialising, sharing

Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions.

- **Key concept:** negotiation; **Key processes:** making decisions and arrangements, transacting

Engage in classroom interactions by asking and responding to questions and expressing opinions.

- **Key concepts:** engagement, interaction; **Key processes:** responding, questioning

**Informing**

Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts.

- **Key concepts:** place, media, private and public world; **Key processes:** listening, reading, viewing, locating, classifying

Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences.

- **Key concepts:** audience, context, presentation; **Key processes:** presenting, relating

**Creating**

Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events.

- **Key concepts:** morality, experience, interconnection; **Key processes:** expressing, explaining

Present, re-present or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts.

- **Key concepts:** character, event; **Key processes:** re-creating, transforming, performing

**Translating**

Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate.

- **Key concepts:** translation, equivalence; **Key processes:** judging, comparing, interpreting

Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms.

- **Key concept:** linguistic landscape; **Key processes:** translating, designing

**Reflecting**

Reflect on their experiences of interacting in Vietnamese-English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages.

- **Key concepts:** society, background, belonging; **Key processes:** comparing, explaining

Reflect on how their own biography, including family origins, traditions and beliefs, impacts on identity and communication.

- **Key concepts:** self, complexity, belief systems; **Key processes:** finding connections, reflecting, discussing

**Understanding**

**Systems of Language**

Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts.

- **Key concepts:** sound systems, pronunciation, punctuation; **Key processes:** recognising, applying

Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place.

- **Key concepts:** nouns, adjectives, verb forms, conjunctions; **Key processes:** understanding, expressing

Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience.

- **Key concepts:** genre, language features; **Key process:** exploring

**Language variation and change**

Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor’s surgery.

- **Key concepts:** variation, context; **Key processes:** analysing, explaining

Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam.

- **Key concepts:** regional variance, language exchange; **Key processes:** exploring, connecting

**Role of language and culture**

Understand that language use is shaped by the values and beliefs of a community.

- **Key concepts:** social norms, values, attitudes; **Key processes:** understanding, reflecting