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 provides the opportunity for students to engage 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 no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- 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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as Buenos días/tardes/noches, and farewells (for example, hasta pronto). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, Sal de aquí, Párate en la puerta. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters ll, ñ, rr/r g/j, c and y. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, el pastel/la torta), simple verb forms (for example, estudiar, comer, dormir), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, clase, zapatos, camisa, teléfono/celular) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.

Students know that Spanish uses the same alphabet as English when written, except for ñ as in mañana and España. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, Doña Josefa, Don José, Tía). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as chat, 'tortilla', 'fiesta'. Students identify differences and similarities between their own and others' languages and cultures.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context: For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

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.

For the first language learner pathway, there is one learning 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.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised 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
   - reflection 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).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Foundation to Year 2 Level Description

The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Spanish language and culture.

Spanish language learning and use

The initial focus is on listening to the sounds and patterns of Spanish through language-rich activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases and to recognise the purpose of simple texts. Children identify and use non-verbal communication strategies employed by Spanish speakers in greetings and other social interactions and experiment with simple responses to prompts and cues. As they progress to using Spanish for functions such as asking and answering questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks, they begin to notice that language can behave differently in different situations and that Spanish speakers communicate in some ways that are different from their own. They practise and repeat sounds (such as *j*, *ll* and *r*) which differ in Spanish from those in English. Creative play provides opportunities for exploring these differences and for using Spanish for purposeful interaction, for example, asking for help or expressing surprise.

The transition from spoken to written language is scaffolded through shared exploration of simple texts. Children progress from supported comprehension and use of a small number of personally significant sight words to more elaborated simple texts. Writing skills progress from labelling pictures and copying words to constructing simple texts using familiar vocabulary and structures. As children learn to adjust language to suit different purposes and situations, they begin to learn the important role of culture in shaping language use.

Contexts of interaction

Learners use Spanish to interact with one another and with the teacher, with some access to wider school and community members. Information and communication technologies (ICT) resources provide additional access to Spanish language and cultural experience, connecting learners' social worlds with those of Spanish-speaking children in different contexts.

Texts and resources

Learners engage with a variety of spoken, visual and written texts. They listen and respond to teacher talk, share ideas and join in stories, songs, play and simple conversations. Written and digital texts include stories, wall charts, Big Books and teacher-produced materials such as games, captions and flashcards. Writing skills progress from tracing and copying high-frequency words to independently writing modelled words and sentences (for example, greeting cards or labels) and co-creating shared resources such as word walls or storybooks.

Features of Spanish language use

Learners become familiar with the sound systems of the Spanish language, including pronunciation, rhythm, pitch and stress. They learn to pronounce individual letters and letter combinations, and recognise and use the intonation patterns that distinguish between statements, questions and exclamations. They use simple basic sentence structures and learn to write single words and simple phrases. They become familiar with the idea of grammatical gender and plural forms. They discuss differences and similarities they notice between Spanish and their first language(s) and culture(s), as well as how they feel when they hear or use Spanish and how they view different languages and the people who speak them. They begin to develop curiosity around the idea of difference, culture and communication.

Level of support

Learning is supported through the provision of experiences that are challenging but achievable with appropriate scaffolding and support. This involves modelling and monitoring by the teacher, provision of rich and varied sources of input, opportunities for recycling and reviewing, and regular cues, feedback, response and encouragement. At this stage, play and imaginative activities, music, movement and familiar routines provide the essential scaffolding for language development.

The role of English

While learners are encouraged to use Spanish whenever possible, with the teacher providing rich and varied language input, English is used as a medium of instruction, and for explanation and discussion. This allows learners to talk about differences and similarities they notice between Spanish and their own language(s) and culture(s), to ask questions, and to express their reactions to the experience of learning and using an additional language.

Foundation to Year 2 Content Descriptions

Communicating

Understanding

Socialising
Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things.
[Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating]

Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language.
[Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking]

Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions.
[Key concepts: routines, roles; Key processes: following instructions, responding]

Informing
Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks.
[Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting]

Present factual information about self, family, friends and everyday objects using simple statements and support materials.
[Key concepts: self, family, favourite; Key processes: naming, labelling, showing]

Creating
Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance.
[Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading]

Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression.
[Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing]

Translating
Translate frequently used words and simple phrases using visual cues and resources such as word lists.
[Key concepts: similarity, difference; Key processes: identifying, noticing]

Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries.
[Key concept: equivalence; Key processes: labelling, captioning]

Reflecting
Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s).
[Key concepts: language, culture, difference; Key processes: noticing, comparing]

Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'.
[Key concepts: self, identity, family, community; Key processes: noticing, describing]

Systems of Language
Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing.
[Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking]

Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships.
[Key concepts: syntax, word order; Key processes: naming, noticing patterns]

Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories.
[Key concepts: text, meaning, structure; Key processes: recognising, identifying]

Language variation and change
Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day.
[Key concepts: language as social practice, context; Key processes: noticing, comparing]

Understand that the English and Spanish languages borrow words from each other.
[Key concept: word borrowing; Key processes: noticing, listing]

Role of language and culture
Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers.
[Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections]