Languages (non-alphabetic)

Introduction

Language is the human capability that enables us to communicate, learn, think, form judgments and develop values. Learning a language is learning the shared meanings of a group. It is an essential means for participating in the cultural life of a community. A distinctive feature of languages as an area of study in the school setting is that it is simultaneously an area of learning in its own right and a medium, or an additional code, through which to learn new concepts and ideas.

Through the study of languages, learners gain knowledge, skills and dispositions that enable them to communicate, and to make comparisons across languages and cultures. In so doing they extend their understanding of themselves and their own language, widen their network of interactions, and strengthen their literacy and numeracy skills. This enables them to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live, and also as global citizens.

Learning and using a language involves valuing meaning, coherence, choice and appropriateness. It also involves the ethical concern of respecting the power of language and its responsible use. Learners develop a favourable disposition towards seeking the best articulation or expression of thought and feeling, engaging in genuine exchange of meaning, and expanding their personal communicative capability.

Learning and using a language, be it the maintenance and development of one’s first language, the learning of an additional language, or the revival of an endangered language, fosters the development of children as communicators. They acquire communicative ability in the target language, cultural understanding and a heightened awareness of diverse ways of thinking and valuing.

The goals of learning a language include:

Communication in the target language: Through using the target language for a range of purposes and in a range of cultural contexts, learners develop communication skills that enable them to interpret and express thought, feeling and experience through a variety of spoken and written texts; to expand their interpersonal relations; and to have direct access to the world of knowledge, ideas and values in the target language.

Understanding language as a system: Learners reflect upon language in use and the uses of language, and generate an awareness of the nature of the target language, and of their first language by comparison. They develop an understanding of how language works as a system, and ultimately recognise the power of language for people as individuals and as members of society.
Understanding culture: Learners develop an understanding of the interrelationship of language and culture, and extend their capability to move across cultures, engaging with diversity.

General knowledge: Learners extend their knowledge of, and make connections across, a range of ideas related to their interests, to issues in their world, and to concepts drawn from the range of Learning Areas.

The languages Learning Area aims to develop in all children and students:

- their communicative potential in the target language
- an understanding of languages and how they work as systems, which contributes to their literacy development
- an understanding of cultures and identities, which contribute to a better understanding of themselves and others
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education training
- capacities to apply learning in languages to other Learning Areas, to life in the wider community, and in accessing further education and training.

The benefits of learning languages and cultures extend beyond the individual to the development of a significant resource for communities, with the potential to contribute at both a local and an international level.

**Place of English in learning languages**

In this framework the central place is accorded to the target language as the medium for communicating and learning. In interpreting and producing texts in the context of developing communication, learners explore concepts related to language and culture as universals. In order to do so in depth, educators and learners may engage in some research, analysis and discussion in English, particularly in the early stages of language learning. Underlying such analysis is always the goal of enhancing learners’ capabilities for using the target language in linguistically and culturally appropriate ways.

**The SACSA Framework and ESL learners**

In supporting teaching and learning for ESL children and students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Frameworks for three groups of languages

In the SACSA Framework the elaboration of scope and standards is presented for three broad groupings of languages, as follows: alphabetic languages, non-alphabetic languages and Australian Indigenous languages. It is recognised that, within each grouping, there are differences across languages in relation to such aspects as the nature of the particular language and its place in the Australian context.

Rationale for the non-alphabetic framework

Learning to communicate in a language with a non-alphabetic writing system requires the development of additional knowledge, skills and dispositions which are not required when learning a language which uses roman or related alphabets. Learning grapheme-phoneme correspondence in alphabetic languages is limited to a small number of letters from which all words can be constructed in print.

In developing understanding of the language system, learners of non-alphabetic languages need to conceptualise how sound and meaning are represented in print using symbolic representations which are different from alphabetic systems. Syllabaries such as the kana scripts in Japanese, and especially the logographic or morpheme-syllable script of Japanese kanji and Chinese characters, require additional attention and concentrated effort to develop an understanding of form-sound correspondences, and to commit the visual representations of the symbols to memory. Consequently the Scope and Standards in the non-alphabetic framework pay particular attention to the specific concepts and processes required in learning and using characters and kana syllabaries, and therefore relate most particularly to Chinese and Japanese.

Chinese characters and Japanese kanji are unique in their construction among modern languages. Acquiring an understanding of the construction of characters—the set of strokes, the arrangement of graphs (components), and the sound and meaning of each whole character—requires considerable effort on the part of learners to commit this graphic, phonetic and semantic information to memory. This impacts upon the nature and rate of development of communication skills when compared to other languages, particularly those that use an alphabet.
Developing understanding of character-based writing systems requires not only the development of a select vocabulary for communicative purposes but also a broad understanding of the systemic nature of the character system, in terms of:

- graphemic awareness—understanding concepts of character form and rules of construction
- semantic and phonetic awareness—understanding the relationship between the form and the sound and/or meaning of symbols in writing systems, including relationships between component parts, and the contribution each component makes to the sound and meaning of the whole.

Graphemic awareness is usually developed through regular writing practice and the provision of opportunities to read and write characters in communicative contexts. The development of semantic and phonetic awareness requires an abstraction from the communicative orientation, to allow for exploration of the form, sound and meaning connections within the system as a whole. Semantic awareness is often an integral and engaging component of character learning, as children and students explore the pictographic origins of basic characters, and components in compound characters. To develop understanding of the entire system, learners need to explore and understand the complex ways in which component parts in characters can contribute to understanding, memorising and recalling sound and meaning. The process of character deconstruction and analysis can assist learners to make meaningful associations both within and between characters in the system, and develop their capability to decipher and commit new characters to memory.

In the SACSA Framework the particular knowledge and skills in learning and using the writing system are outlined in the scope of the understanding language strand, and reflected in the revised Standards for communication in reading and writing, as well as understanding language. The Scope and Standards described for non-alphabetic languages also reflect the importance of textual support in comprehending and producing written text. This may include charts or lists of strokes, structures, radicals, and kana symbols, and character and word lists in meaningful classifications. These supports assist learners to develop their communicative potential by reinforcing the purposeful use of the writing system from the earliest opportunity, to reduce the need for character practice and isolated memorisation. Print and electronic dictionaries will also support character learning and use, particularly in the Primary and Middle Years Bands. ICTs are also useful supports in constructing text. Learners should be encouraged to develop skills in applying romanised input methods and character recognition skills to apply communication technologies to communicate in the language.

**Learner Pathways**

In recognition of 1) the different learning backgrounds that children and students bring to their learning of languages, and 2) the different entry points to language learning, separate pathways have been developed in the SACSA Framework.
The pathways are as follows:

**Pathway 1: Second language learners**—this refers to children and students with little or no prior knowledge of the target language at entry

**Pathway 2: Background learners**—this refers to children and students with some prior learning and use of the language at entry.

Within each Pathway there are two entry points as follows:

**Entry Point A**—this refers to children and students who learn the language from Early to Senior Years Bands (R–12)

**Entry Point B**—this refers to students who learn the language from Middle to Senior Years Bands (8–12).

The scope and standards of Pathway 1A or 2A are applicable to all learners through the Years R–7. From Year 8, the scope and standards of Pathway 1A or 2A will apply if students continue the same language. If students begin to study a different language, Pathway 1B or 2B will apply.

**Second language learners (Pathway 1A and Pathway 1B)**

The target group for the second language learner Pathway is primarily children and students with little or no prior knowledge of the target language at entry, either in the Early Years (Reception entry—Pathway 1A), or in the Middle Years (Year 8 entry—Pathway 1B). This may include learners who identify with the target language and culture but who do not have linguistic background or capability in the target language. The second language learner Pathway aims to build upon learners’ knowledge of language, by drawing connections between their knowledge of English (and their first language) as they learn and develop skills in using the target language. Students may begin to learn a different language at Year 8 (Pathway 1B). Pathway 1B recognises their prior learning experiences in another language (in Pathway 1A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

**Background learners (Pathway 2A and Pathway 2B)**

The target group for the background learner Pathway is primarily learners who are active and regular participants in the linguistic and cultural world of a community of speakers of the language. Their learning and use of the language in schools aims to ensure their continued useful, generative and creative involvement with the language, the culture and communities of speakers in Australia and overseas.

The background learner Pathway provides opportunities for children and students to maintain, develop and use what may be described as their ‘mother tongue’, ‘home language’, ‘first language’ or ‘native language’. These terms suggest the nature of the child’s or student’s prior knowledge when they begin their formal learning of the (modern) standard version of the language in a school setting. Pathways 2A and 2B recognise their prior language learning and use, and builds upon their understanding of how language and culture operate and their skills for learning languages, which are transferable across languages.
It is not possible to describe explicitly the diverse range of learner ‘background’ prior to entry into Pathway 2 (A or B). As Pathway 2A assumes sustained and continuous study of the language, students arriving from overseas at any stage of primary or secondary school and already using the target language should enter Pathway 2A. Teachers, in conjunction with parents, caregivers and the learner, need to make a decision as to which Pathway is most appropriate.

Their prior language knowledge may have been established in a variety of ways:

- the language is the learner’s mother tongue—ie the language of the parents or caregivers with whom the child or student identifies and exchanges meaning in their Early Years (pre-schooling)
- the language is the learner’s home language, the main medium of communication within the home setting
- the language is the child’s or student’s first language, the language first learned in a multilingual setting and influenced by interaction with caregivers and peers beyond the home setting—ie within the community of target language speakers
- the language may also be the learner’s dominant language in certain areas of life—ie within the community, or as a prior medium of education.

**Conceptualising a differentiated Pathway**

A differentiated Pathway for background learners has been built upon the following considerations:

In the communication strand the focus is on language as a medium for learning, developing and elaborating concepts from a range of Learning Areas, and for learning about language, culture and identity. As children and students progress in their learning they explore perspectives, and express relationships between ideas and personal views, on social and community issues. They focus on interpreting a range of authentic texts, drawn from their community and the media, as a resource for connecting with their own language in real-life contexts.

In the understanding language strand there is an emphasis on expanding and refining learners’ knowledge and use of their linguistic resources, with the aim of developing a wider repertoire of linguistic resources both in their first language and in English. They analyse language and reflect on the movement between their first language and English as an active reality and, where applicable, on the movement between dialect and the modern standard version of the language. They explore specialist vocabulary; complex structures; and diverse contexts, roles and relationships, in language use, thereby extending their register flexibility. They increasingly develop a conscious awareness of the way in which their linguistic choices influence communication, and ultimately understand the power of language.

In the understanding culture strand the focus is on abstracting and reflecting on issues of identity; the intercultural reality of life in the Australian community; and exploring world views and establishing links with communities locally and globally, in order to develop an awareness of, and the capability to move across, cultures.
### Essential terms

**Writing system**

<table>
<thead>
<tr>
<th>Writing system</th>
<th>Forms of expressing language in print, generally divided into alphabets, syllabaries and logographs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet</td>
<td>A writing system which represents sounds in print at the phonemic level, such as the Roman and Greek alphabets.</td>
</tr>
<tr>
<td>Non-alphabetic languages</td>
<td>Languages that do not use alphabets as the common form of written communication.</td>
</tr>
<tr>
<td>Syllabary</td>
<td>A writing system that represents sounds at the syllabic level as in Japanese kana scripts.</td>
</tr>
<tr>
<td>Logograph</td>
<td>A symbol (ie a whole character) representing a discrete unit of meaning. Chinese characters are more correctly termed morpheme-syllables as they also represent syllables of sound.</td>
</tr>
<tr>
<td>Words</td>
<td>Meaningful groups of kanji, hiragana and katakana as appropriate in Japanese, and characters in Chinese. Romaji and pinyin representations of words may be appropriate in some contexts.</td>
</tr>
<tr>
<td>Symbols</td>
<td>Used to refer to hiragana and katakana (at its most specific), to differentiate them from roman letters (alphabets) and from characters. May also refer to kanji or characters as appropriate, where attention is being more broadly drawn to common features of non-alphabetic systems (eg a character can be a symbol when it, along with kana script, is contrasted to an alphabet).</td>
</tr>
</tbody>
</table>
### Character types

<table>
<thead>
<tr>
<th>Characters (汉字 / 漢字)</th>
<th>Japanese kanji and Chinese characters, generally the simplified forms unless otherwise stated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic characters (独体字)</td>
<td>Characters containing a single graphic unit, which cannot be further deconstructed into meaningful parts. Includes pictographs and other basic characters, without obvious relationship between its form and meaning.</td>
</tr>
<tr>
<td>Pictographs (象形/指事字)</td>
<td>Characters or components of characters, the form of which can be attributed to the object (eg 人, 山) or idea it represents (eg 大, 小, 天).</td>
</tr>
<tr>
<td>Compound characters (合体字)</td>
<td>Characters containing two or more meaningful parts or components (being combinations of basic characters or bound forms).</td>
</tr>
<tr>
<td>Semantic compounds (会意字)</td>
<td>Compound characters that are explained by the meanings contributed by both sides to the meaning of the whole character.</td>
</tr>
<tr>
<td>Phonetic compounds (形声字)</td>
<td>Compound characters that are explained by the sound of the phonetic side, and the classification of the semantic side (radical).</td>
</tr>
</tbody>
</table>
**Character components**

**Strokes (笔画)**

The most basic unit of writing and a key aspect in developing graphemic awareness of kana symbols and characters.

**Bound forms (非成字)**

Meaningful parts or components of characters, often radicals, which occur regularly in characters but cannot stand alone as characters.

**Components (部件)**

Identifiable meaningful units in a character which may appear in different combinations in other characters. The word ‘component’ is often used instead of the term ‘side’, but a compound character may have more than two components (eg 謝), but has only two sides.

**Sides (偏旁)**

The two key parts of a character, one being the radical or signific, the other being the stem or phonetic. Sides are defined as contributing semantic or phonetic information to the whole character.

**Phonetic component/stem (声旁)**

A side of a character, generally the non-radical, called the stem or phonetic side that contributes phonetic information by suggesting the sound of the character.

**Semantic component (形旁)/radical (部首)**

A side of a character, generally the radical, which suggests the semantic classification of the character, not specifically its meaning, and under which a character is classified and organised in a dictionary.
**Nature of knowledge**

**Graphic knowledge**
Attention to the physical features of symbols and characters, in particular the range of strokes, their direction, the order of writing, and aspects of balance and proportion in construction. Writing practice essentially aims to develop graphic knowledge.

**Graphemic awareness**
Knowledge of the common component parts in characters so that the character is viewed as a composite of graphemes or components rather than a complex arrangement of strokes. This includes understanding of how certain components differ in form depending on location (e.g. 人, 女).

**Phonetic knowledge**
Awareness of the extent to which a component in characters contributes useful phonetic information. Awareness develops by comparing the sound of an individual character (生), with compound characters containing that character as a component (牲, 胜), as well as analysing the consistency of a phonetic component across characters (跟, 很).

**Semantic knowledge**
Awareness of the extent to which a particular semantic component in characters contributes useful information about the meaning of the whole. Awareness develops by comparing the meaning of the component or side as an individual character or radical with characters containing that component (as a radical) (e.g. 打, 抱), as well as contrasting the meanings of components with the meaning of the whole (e.g. 明, 林).
Languages (non-alphabetic)
Pathway 1A
Second language learners R–12
Languages Pathway 1A

Curriculum Scope and Standards

Through the study of languages, children gain knowledge, skills and dispositions that enable them to communicate and to learn about the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing children’s capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as children develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

Literacy, numeracy and information and communication technologies in languages

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as children develop an understanding of the systems of grammar, speech and writing of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In non-alphabetic writing systems learners also focus on developing systematic knowledge of the writing system, which requires a different type of analysis in developing understanding of non-alphabetic representations of sound and meaning and how the orthographic system is organised and constructed. Learners focus on developing overall awareness of relationships within the system, as well as relationships between the language and English or their first language.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 1A

Through this strand children develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the target language. C • KC2 Aspects that are drawn together within this strand include the purpose, context, processes of language use, texts and general knowledge. T The Key Ideas and Standards are presented through the skills of listening, speaking, reading and writing.

In the Early Years children receive and share meaning through verbal and non-verbal language in their immediate environment, and develop initial literacy, numeracy and ICT skills. KC2 • KC5 • KC7 Children engage with language and respond to language learning with enthusiasm and curiosity in a structured classroom context on topics that are immediate and familiar, including the world of personal relationships; self, family and friends; the home and classroom, the natural world; the world of the imagination; and the culture of communities where the language is used. Id • In • T • C • KC2

Children interact with texts (eg songs, instructions and descriptions) which are short, clearly structured, and supported by visuals and paralinguistic devices, with much repetition and recycling of structures and vocabulary. KC2 They listen to, view, read and respond to words, phrases and texts to make meaning and learn about the language, as well as learning about themselves and their world. Id • C • KC1

Children’s communication includes sharing or responding in class or group work, supported by the teacher with, for example, questions, vocabulary, picture charts and gestures. KC2 They engage in action-related talk in familiar situations (eg daily classroom routines, participating in activities and games, singing songs and action rhymes, making things). They develop writing skills by tracing or copying key words or phrases, in order to make meaning and communicate ideas about themselves and their immediate environment, and the culture of communities where the language is used. Id • In • T • C • KC1 • KC2

Children learn about languages, and how writing systems represent sounds and meanings in diverse ways. They develop awareness that some writing systems use different sets of symbols to represent sounds as syllables, in contrast to alphabets that are composed of letters. They learn to recognise features of writing systems and focus on developing sound-symbol correspondences, reading aloud symbols in isolation, or in short texts clearly divided into word groups and supported by visuals to assist understanding. In

They view the language in context, as captions in stories and on posters/pictures of everyday life, and as labels for classroom items and objects from everyday life. They listen to and view stories from picture books, repeating aloud key words in the text. C They play with characters (eg matching characters to objects, or to a visual image of the meaning represented such as 家- 安, 好- 字, 蚊- 蛛, 猫- 狗). T They engage in tactile learning experiences using a variety of media (eg copying characters/kana symbols to label an item/object) or ‘colour in’ characters to complete a picture (eg 砲, 星, 春, 明, 林). C • KC1
In Japanese they view, name and write some kana letters in isolation, and recognise key words/phrases in hiragana (わたし), personal names in katakana (アンドリュー), and some kanji (eg 一十、土、木、火、水、金、日、月、日本語/人、年、曜).

T • C • KC1

In Chinese they view, name and write characters in context, related to key concepts (ie numbers 一十, animals 羊, 牛, 鸟, 狗, 猫, people and family members 人, 子, 男, 女, 妈, 爸, classroom objects 笔, 书, the natural world 天, 日, 月, 土, 山, 水), and key phrases related to birthdays, celebrations and culturally significant events (生日, 春节, 福).

T • C • KC1

Following are the Key Ideas that comprise the communication strand in Pathway 1A.
**Strand: communication—Pathway 1A**

**Listening**

Children listen and respond to the spoken language to share meaning. They learn about the language by identifying patterns in how meaning is conveyed in the context of everyday experience and routines.

This includes such learning as:

- observing that listening for meaning involves identifying key items of information, using teacher clues and visual stimuli
- identifying patterns and connections by relating spoken sounds to meanings and to symbols, characters, words and phrases
- discriminating intonation patterns in statements, questions, commands, requests and exclamations
- recognising the meanings conveyed in words or phrases in social interactions and classroom instructions (both face-to-face and remote), or repeated in song, dance or games
- relating sounds to known objects, actions and emotions, and to other known languages
- responding to requests, instructions or activities in verbal and non-verbal ways, through movement, gesture and action, in classroom routines and on visits and excursions
- using interactive software and CD-ROMs to listen to and view language in use in diverse settings.

**Speaking**

Children engage in action-related talk to share meaning. They learn to use the language in the context of everyday experience and routines.

This includes such learning as:

- observing that speaking involves turn-taking, listening to others and using connected speech to make meaning
- articulating sounds to name symbols and characters, and to create words
- developing patterns of intonation in connected speech using stress and rhythm in statements, questions, commands, requests, exclamations, songs and rhymes
- using rehearsed language (eg single words or learned formulae of two to three words) with others in social interactions and classroom routines (eg greeting and leave-taking)
- responding to questions to identify, describe and number objects
- participating when listening to imaginative texts (eg by providing key information in the story/song/rhyme).
Developing Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. **F • Id**
- Children develop a positive sense of self and a confident personal and group identity. **Id • In**
- Children develop a sense of being connected with others and their worlds. **F • Id • In**
- Children are intellectually inquisitive. **F • T • C**
- Children develop a range of thinking skills. **F • T • C**
- Children are effective communicators. **T • C**
- Children develop a sense of physical wellbeing. **Id • In**
- Children develop a range of physical competencies. **Id**

### At Standard 1, towards the end of Year 2, the child:

#### 1.1

Makes connections between words and phrases and their meanings in spoken texts. **In • T • C**

Examples of evidence include that the child:

- distinguishes between the language and English sounds (eg knows when the target language is being spoken) **T • KC1**
- responds verbally and non-verbally to classroom instructions **C • KC2**
- matches action to sound, in games and songs **T • KC1**
- recognises words used to identify, name and number objects **In • T • C • KC1 • KC2 • KC5**
- matches sounds to symbols in the written language. **T • C • KC6**

### At Standard 2, towards the end of Year 4, the student:

#### 2.1

Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. **In • T • C • KC2**

Examples of evidence include that the student:

- recognises the purpose of an utterance (eg distinguishes statements from questions) **T • C**
- distinguishes and repeats words and phrases with attention to pronunciation and intended meaning **T • C**
- responds through action and collaborative work with others (eg participating in dance, physical exercise, dramatisation, class routines) **C • KC2 • KC4**
- relates sounds to appropriate characters, symbols or pinyin/romaji in text. **T • C • KC1 • KC8**

### 1.2

Uses words and phrases in social interaction and action-related talk and to identify or name objects. **C • KC1 • KC2**

Examples of evidence include that the child:

- approximates target language sounds in making meaning **C**
- repeats words in activities (eg songs and games) **C**
- responds to questions to identify features of an object (eg colour, size, number) **C • KC2**
- participates in classroom routines (eg making requests, agreeing/disagreeing). **In • C**

### 2.2

Responds to interactions and experiments with language to make meaning with others. **Id • C**

Examples of evidence include that the student:

- speaks with attention to pronunciation and intonation **T • C**
- responds to comments (eg with yes/no or single word) **C**
- responds to factual questions (eg what, who, how many) **C**
- responds appropriately in known school routines (eg greeting and introducing others) **Id • C**
- uses rehearsed language in songs, presentations, stories and structured role-plays **C**
- makes factual statements through word substitutions. **C**
Strand: communication—Pathway 1A

**Reading**

Children view, read and interact with texts to make meaning. They learn about language by identifying features of language systems including how sound and meaning are expressed in different writing systems.

This includes such learning as:

- observing that reading involves identifying key items of information, using teacher clues and visual stimuli
- recognising that language-in-text takes particular forms and follows particular conventions (e.g., story/narrative, song/rhyme)
- responding in non-verbal ways, through movement, gesture and action
- making or sharing predictions about text content and development of ideas
- responding in non-verbal ways, through movement, gesture and action
- making meaningful choices by identifying key characters or words in text
- recognising symbols and characters when reading words as labels and captions
- associating appropriate romanised forms with words presented in symbols/characters.

**Writing**

Children develop writing skills, using key words or phrases to share meaning.

This includes such learning as:

- following the conventions of the writing system (e.g., stroke order and direction)
- constructing meaningful symbols/characters by tracing strokes or copying from models
- observing that writing is influenced by purpose, context and audience
- using a variety of techniques, technologies and media to present key items of information in symbols/characters, supported by graphics or pictures (e.g., labelling a picture, adding words or phrases to a greeting card).
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.4 Shares meaning by selecting words and phrases to create a text. In • T • C • KC2

Examples of evidence include that the child:
- copies words or phrases, correctly forming symbols/characters T • C
- selects appropriate characters/words from lists/charts to label objects, and express ideas. T • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.3 Deciphers the meaning of words and phrases to identify key ideas. T • C • KC1

Examples of evidence include that the student:
- contributes to shared reading of imaginative and informative texts and identifies developments of ideas. T • C • KC1
- uses knowledge of individual sound-symbol correspondences to work out how to read a word T • KC6
- discriminates between writing systems in deciphering meaning T • KC1
- matches word/caption to an object/picture T • C • KC1
- infers the meaning of new characters/words, in for example, picture/story books, labels, captions. C • KC6

2.4 Communicates in different formats by writing words and phrases. T • C • KC2

Examples of evidence include that the student:
- uses different formats to convey meaning (eg captions, speech bubbles) T • C
- uses model texts to construct a message C • KC2
- describes items using words for colour, number, shape and size C • KC2 • KC5
- forms legible symbols, characters and words when copying from models C • KC2
- communicates ideas and information through sequencing a set of symbols/characters to make own meaning in a word, phrase or sentence. T • C • KC2
**Strand: understanding language—Pathway 1A**

Through this strand children engage with a range of increasingly complex texts, with an explicit and deliberate focus on the form which language takes. The focus in this strand is on developing children’s understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing children’s communicative potential. **T • KC1 • KC2**

In the Early Years children interact with language and learn some of the structures and conventions of the language and its system, to appreciate how meaning is conveyed in a range of contexts and to generate overall literacy across languages. **KC6** They develop an understanding of how others express thoughts and ideas; and learn to share and communicate ideas and feelings about themselves and build relationships with others, in their personal and social environments. **In • T • C • KC2**

Children learn that other writing systems exist besides alphabets, and that languages use diverse ways of constructing words and representing sounds and meanings. They recognise that signs and symbols are part of everyday life, and represent alternative and efficient ways of conveying sound and meaning. **In • T**

Children develop awareness of the function of different writing systems, and recognise that writing systems convey sounds and meanings in diverse ways (eg English alphabet, Japanese romaji, Chinese pinyin, kana symbols and characters). They begin to recognise relationships within the writing system, to decipher how sound and meaning is presented in symbols. They learn to recognise letters and kana symbols as representations of sound, and to relate new symbols (kana) to known objects to remember their sounds. They learn how characters represent meaning by relating characters to pictures representing objects and ideas (eg 人, 日, 山, 火, 日, 月, 羊, 魚, 大, 小, 明, 男, 好) and by exploring relationships between characters in the system (eg 人-大-天, 木-本-禾). **In • T • KC1**

They develop writing skills, with a focus on the form and structure of symbols and characters. They practise character formation, and engage in artistic and other tactile activities that draw attention to the visual characteristics of elements of the writing system, using a variety of media. **In • C • KC2**

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Children learn to understand that meaningful language learning and use develops through questioning and recognising patterns and relationships within and between languages. In • T • C • KC1 • KC5 • KC6

This includes such learning as:

- recognising that diverse language systems exist and are used by communities in Australia and overseas In • T • KC1
- observing that languages are used to communicate in culturally specific ways and to achieve specific purposes In • C • KC1
- applying principles of the spoken language (e.g., pronunciation and intonation) C
- understanding how to talk about the language with others and express what they know or can say in the language T • C • KC1 • KC2 • KC4
- understanding how to make connections within languages, and to learn how languages operate to create meaning in different ways In • T • KC1
- appreciating how specific meanings are conveyed in different languages (e.g., greeting, stating, asking, and thanking) C • KC1
- identifying the commonalities and differences in the grammatical system of the target language and other known languages T • C • KC1
- discovering influences across languages (e.g., loan words, shared writing systems such as the English alphabet, pinyin, and romaji; Chinese characters and kanji) In • C • KC1
- forming characters and symbols using a variety of media (e.g., by tracing and colouring with pen and paper) C
- focusing on stroke direction and order and highlighting key differences between strokes of similar form T • C
- identifying characters/symbols by their context (e.g., as a label on an item or as a caption to a picture) T • KC6
- matching characters to their pictographic origins (e.g., matching 水 to water, 山 to mountain)
- referring to charts or lists with pinyin/romaji or a picture provided to access vocabulary in symbols or characters T • C
- viewing websites and word processing programs in the language to explore the way the language is used to communicate
- playing interactive CD-ROM games, which focus on developing their communicative potential and their understanding of the writing system T • C
- in Japanese, associating the form of kana symbols with objects of similar (initial) sounds in English, to remember their sounds (e.g., き (ki) looks like a key going in a hole). In • T • KC6
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.5

Recognises key features of the systems of speech and writing. In • T • C • KC1

Examples of evidence include that the child:
- pays attention to pronunciation when repeating words and phrases T
- recognises and reproduces symbols/characters in context C • KC1
- makes observations about features of the language (eg that symbols/characters represent sounds and meanings) In • KC1
- asks questions about the language (eg how a particular meaning is conveyed in speech or writing). T • KC6

At Standard 2, towards the end of Year 4, the student:

2.5

Identifies patterns in language and compares how sound and meaning are conveyed across languages. In • T • C • KC1 • KC5

Examples of evidence include that the student:
- correctly forms sounds and words in speech (eg phrasing, compound words) T • C • KC2
- identifies language forms used (eg for specifying, counting, identifying, for stating ownership and asking questions) C • KC6
- applies concepts of character and word formation in writing T • C • KC2
- identifies connections between the form of characters/symbols and their sounds/meanings In • T • KC1
- makes use of support materials (charts and lists) in reading and writing text. C • KC1 • KC2
Structures and conventions of the writing system

Developing understanding of languages in this Band includes learning the following specific structures and conventions of the writing system:

- that words may be represented by one or more characters or symbols
- that a character ( ) represents a sound and meaning, and a kana symbol ( ) represents a sound only
- that characters and symbols are composed of a series of strokes, which are written in a set direction and sequence like letters
- that there is a limited range of basic strokes, and complex strokes containing additional movements
- that characters may be a single component (a basic character ), or a sequence of components (a compound character )
- in Japanese, that three writing systems are used
- in Japanese, that romaji can be used to learn the sounds of words
- in Chinese, that pinyin can be used to learn the sounds of characters and words.

Structures and conventions of the grammatical system

Developing understanding of languages in this Band includes learning the following specific structures and conventions of the grammatical system:

- that identifying concepts referring to people and things requires using:
  - nouns (eg family, friends, pets, classroom items)
  - personal and demonstrative pronouns to refer to people and things
  - adjectives to describe colour or quality, or to classify or compare things
  - ordinal numbers to refer to an exact number of things
  - phrases related to socialisation, classroom instructions, expressing thanks, showing appreciation
- that expressing time uses the simple present tense, and time expressions (eg clock time, days, dates).
Strand: understanding culture—Pathway 1A

Through this strand children become aware of the place of cultural value systems in analysing language and generating their own language, in observing the actions and viewpoint of others and in interacting with people from diverse cultures. In • KC4 The focus in this strand is on developing children’s understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in and constructed by language, and the cultural principles and practices that constitute identity and influence communication in the target language. In • C • KC2

In the Early Years children engage with and become aware of culture through texts, visual images and personal interactions, in order to learn about specific cultural practices and values, and make comparisons and connections with their own experiences. Id • C They understand that individuals have a sense of belonging and connection to one or more groups, and that there are various groups within and across cultures. KC1 They work with others to develop this understanding as they share and communicate their ideas, feelings and aspirations about themselves with others in their natural, personal and social environment.

Id • In • C • KC2 • KC4

Following is the Key Idea that comprises the understanding culture strand in Pathway 1A.
Children experience specific cultural practices, and relate their learning to their own experience. They develop self-awareness and a sense of self-worth and potential, and appreciate the diversity of cultures to which people belong. "Id • In • T • KC1"

This includes such learning as:

- conceptualising, through observation, language as an important medium for expressing different values and beliefs of cultures "In • T • KC1"
- observing and analysing the ways that language use relates to different patterns of cultural behaviour (eg in social interactions) "In • C • KC1"
- observing that concepts may be culture-specific (eg how personal relationships are acknowledged or time is expressed) "T • KC1"
- engaging with features of the living and natural environment of communities where the language is used "Id"
- analysing aspects of tradition and contemporary culture in communities where the language is used, including symbols, images and practices that are significant to the culture in dance; rhymes; songs and games; celebrations related to, for example, the seasons; and aspects of religion, belief or rites of passage "Id • In • KC1"
- making connections between their own experience and aspects of culture of communities where the language is used. "Id • In • KC1"
The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. \( F \times \text{Id} \)
- Children develop a positive sense of self and a confident personal and group identity. \( \text{Id} \times \text{In} \)
- Children develop a sense of being connected with others and their worlds. \( F \times \text{Id} \times \text{In} \)
- Children are intellectually inquisitive. \( F \times T \times C \)
- Children develop a range of thinking skills. \( F \times T \times C \)
- Children are effective communicators. \( T \times C \)
- Children develop a sense of physical wellbeing. \( \text{Id} \times \text{In} \)
- Children develop a range of physical competencies. \( \text{Id} \)

At Standard 1, towards the end of Year 2, the child:

**1.6**

Identifies specific cultural practices in communities, and recognises patterns of behaviour across cultures. \( \text{Id} \times \text{In} \times T \times \text{KC1} \)

Examples of evidence include that the child:

- engages with significant symbols and features of the culture (eg in song and rhyme; images in pictures) \( \text{In} \times T \times \text{KC1} \times \text{KC5} \)
- observes and comments on aspects of the culture expressed in language (eg greetings, thanking, naming) \( \text{In} \times T \times \text{KC1} \)
- poses questions about an activity significant to the culture \( T \times \text{KC2} \)
- makes connections with own experience when talking about cultures. \( \text{Id} \times \text{KC1} \)

At Standard 2, towards the end of Year 4, the student:

**2.6**

Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. \( F \times \text{Id} \times \text{In} \)

Examples of evidence include that the student:

- observes the significance of particular cultural practices in language activities \( \text{In} \)
- identifies expressions of cultural identity (eg in stories, social conventions and etiquette) \( \text{Id} \times \text{KC1} \)
- recognises ways cultural values are expressed (eg titles, personal names, family relationships, gender, formality) \( \text{In} \)
- identifies concepts within cultural practices (eg time, history, cycle of seasons and environment). \( \text{Id} \)
Languages (non-alphabetic)
Pathway 2A
Background learners R–12
Languages Pathway 2A

Curriculum Scope and Standards

Through the study of languages, children gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • KC1

In both language using and language learning the emphasis is on developing children’s capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as children develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

Literacy, numeracy and information and communication technologies in languages

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as children develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

In languages with non-alphabetic writing systems, learners also focus on developing systematic knowledge of the writing system, which requires a different type/additional level of analysis. In developing understanding of non-alphabetic representations of sound and meaning, of how the orthographic system is organised and constructed, learners focus on developing overall awareness of relationships within the system, as well as making comparisons between their first language and English or other languages.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when children use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, children use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 2A

Through this strand children develop the capability to communicate using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the language. C • KC2 Aspects that are drawn together within this strand include the purpose, context, processes of language use, texts and general knowledge. T The Key Idea and Standards are presented through the skills of listening, speaking, reading and writing.

In the Early Years children receive and share feelings and opinions about people and events in real and imaginary situations, and in the context of everyday experiences. In • C • KC2 They develop literacy skills in the target language, and a sense of their cultural and linguistic identity. Id • C

Children are immersed in a language-rich environment and structured classroom context that support both language using and language learning. Their language use focuses on their own experiences and the world of personal relationships; self, family, and friends; the home and classroom; business and industry; interests and activities; the world of their community; and the world of the imagination. Id • C Children also use the language to learn concepts and ideas from other Learning Areas (eg health of individuals and the community, societies and cultures, the earth and beyond). T

Communication involves experimenting with language in action-related talk to share personal information and ideas and to explore concepts drawn from other Learning Areas. T • C • KC1 • KC2 • KC6 Children learn ways of conveying meaning, and how to interpret paralinguistic clues and visuals. C • KC2 They develop skills in accessing information from, for example, dictionaries, multimedia and communication technologies. T • C • KC1 • KC7

Children engage in talk in experientially familiar classroom and social settings. KC2 They participate in activities and games, singing songs and action rhymes, making things, and completing tasks involving concepts from other Learning Areas. C • KC6 They develop writing skills, moving from tracing or copying to some self-constructed writing of key words or phrases to communicate information about themselves; their personal, social and learning environment; and their imagination. Id • C • KC2 • KC6

Children listen, view, read and respond to texts that are simple and generally contain known concepts about their personal, social and learning environments, the world of imagination and about communities where the language is used. Id • C • KC2 Texts for reading are factual or imaginative. They may be narratives, short stories, rhymes and songs, and descriptions of people, places and events; and may include concept maps, visual cues and vocabulary lists, to assist comprehension. Texts for listening include classroom interactions and short dialogues. Authentic texts are limited in scope, containing key words or phrases in familiar contexts (eg posters, advertisements, labels, forms, greeting cards). T • C • Id
Children learn about languages and how writing systems represent sounds and meanings in diverse ways. They develop awareness that some writing systems use different sets of symbols to represent sounds as syllables, in contrast to alphabets that are composed of letters. They learn to recognise features and functions of different writing systems and how alphabets, syllabaries (kana symbols) and logographs (characters and kanji) convey sound and meaning.

**T** • **In** They focus on developing sound-symbol correspondences, reading aloud symbols in isolation, or in short texts clearly divided into word groups and supported by visuals to assist understanding and to connect words in print to known oral vocabulary.

**In** • **C** • **KC1** • **KC6**

They view the language in context, as captions in stories and on posters/pictures of everyday life, and as labels for classroom items and objects from everyday life. They listen to and view stories from picture books, repeating aloud key words in the text. **C** They play with characters (ie matching characters to objects, or to a visual image of the meaning represented such as 大, 木, 火, 牛, 羊, 一, or matching and classifying characters with common components such as 家, 安, 好, 里, 動, 鳥, 猫, 狗). **T** They engage in tactile learning experiences using a variety of media (eg copying characters/kana symbols to label an item/object) or ‘colour in’ characters to complete a picture (eg 蝴蝶, 星, 春, 明, 林). **C**

They begin to write their own texts, relying on word lists or a picture/topical dictionary to access vocabulary, to write cards and posters and label objects or pictures of activities. They use a variety of media to practise writing and to present ideas and share meaning with others, including making characters/symbols a key component of a presentation (ie drawing 龍 to represent a dragon, placing 幸福 in a New Year’s scene/card, labelling a drawing of the body or face, or a farmyard scene). **C** • **KC2**

In Japanese children learn to associate known objects with the form of kana symbols in order to recall their sounds. They recognise hiragana and katakana in isolation and in word groups. They write words in hiragana and katakana relying on kana charts, and write kanji where appropriate, relying on kanji lists. They recognise kanji related to, for example, numbers, adjectives, positions, people and family, the body, actions, time and place.

**In** • **T** • **C** • **KC1**

In Chinese children copy or write words and phrases in characters, relying on character lists or model texts. They maintain character/word lists and recognise characters related to key concepts (eg numbers, the body, the home and family, classroom objects, the natural world including plants and animals, the earth, the sky), and characters used to describe actions, objects, events and emotions. **KC1**

Following are the Key Ideas that comprise the communication strand in Pathway 2A.
**Strand: communication—Pathway 2A**

**Listening**

Children listen and respond to spoken texts to share meaning. They learn about language and demonstrate awareness of how meaning is conveyed in the context of everyday experience and cultural settings. In • C • KC1 • KC2 • KC5

This includes such learning as:

- identifying patterns and relationships between speech and writing by associating spoken language with appropriate romanised words, symbols and characters in text In • T • KC1
- listening for meaning when others are speaking C • KC1
- discriminating intonation patterns in statements, questions, commands, requests and exclamations In • C
- recognising key information and ideas in imaginative texts (eg the story/song/rhyme) T • C • KC1
- recognising meanings conveyed in words or phrases (eg questions, classroom instructions, song, dance and games) T • C • KC1
- responding through movement, gesture and action to instructions and activities in classroom routines C • KC2
- responding to greetings, requests, opinions and ideas of others C • KC2
- participating in listening to texts by providing key information and predicting the development of ideas KC6
- identifying and classifying information, using visual clues C • KC1
- contributing to structured class activities which draw upon concepts from other Learning Areas. C

**Speaking**

Children share own meanings and ideas with others in the context of everyday experience and cultural settings. Id • C • KC2

This includes such learning as:

- articulating sounds to name symbols and characters, and to create words T • C • KC2
- recognising that speaking involves taking turns, listening to others, and using connected speech to make meaning Id • C • KC1
- using patterns of intonation, stress and rhythm in statements, questions, commands, requests and exclamations, songs and rhymes In • C • KC5
- using culturally and socially appropriate speech and behaviour (eg when greeting adults, expressing thanks) Id • C
- varying or substituting aspects of content to express their own meaning T • C • KC2
- using performance skills and paralinguistic devices to enhance audience comprehension (eg gesture, facial expression, movement) C • KC2
- engaging in shared spoken texts (eg storytelling, fables, song and dance) In • C • KC2
- participating in structured interactions as a medium for learning and simulating real life (eg role-plays, conversations) C
- engaging in conversation, online and offline, and giving short presentations on personal topics. Id • C • KC2
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.1

Makes connections between phrases and their meanings, in response to instructions, questions and requests. In • C • KC2

Examples of evidence include that the child:
- relates sounds to appropriate characters, symbols or pinyin/romaji in text T • C • KC1 • KC6
- discerns patterns in sound and intonation In • KC1 • KC5
- identifies the meaning and function of words and texts C • KC2
- responds personally to ideas in songs and stories T • C • KC2
- follows instructions to carry out actions (eg games, activities and class routines). T • C • KC3

1.2

Expresses own ideas and responds appropriately in group activities and in social contexts. Id • In • C • KC1 • KC2 • KC4

Examples of evidence include that the child:
- asks and responds to questions to share personal opinions about ideas in stories, songs, activities Id • C • KC2
- engages collaboratively in conversational activities In • C • KC4
- plans and presents talks on topics of personal interest In • C • KC2 • KC3
- responds appropriately in social exchanges with peers and adults. C • KC2

At Standard 2, towards the end of Year 4, the student:

2.1

Responds to ideas drawn from factual and imaginative texts by expressing a personal opinion. T • C • KC2

Examples of evidence include that the student:
- responds to questions to describe features of content or language in text C
- deciphers meaning of new words from contextual clues T • KC1
- recognises and shares new information presented in text In • T • C • KC2
- uses information to make decisions or suggestions, and expresses personal opinions Id • T • C • KC2
- records information in specific formats (eg map, table, chart, picture, database). C • KC2

2.2

Engages in social interaction to build relationships and exchange opinions and ideas with others. Id • In • C • KC2

Examples of evidence include that the student:
- asks and responds to questions to exchange personal and factual information Id • C • KC2
- retells or gives opinions related to spoken texts C • KC2
- manipulates language resources to respond in new contexts T • C
- uses language suited to the needs of conversational partners or audience In • C
- works collaboratively and in teams to prepare and present ideas. In • C • KC4
**Strand: communication—Pathway 2A**

**Reading**

Children view, read and interact with texts to discover and share meaning. They learn about the language in the context of everyday experience and cultural settings. In • T • C • KC1 • KC2 • KC5

This includes such learning as:

- recognising that reading involves identifying key information and ideas T • C • KC1
- using teacher clues and visual stimuli in recognising meanings conveyed in stories, songs and rhymes C • KC1
- recognising particular forms and conventions in texts (eg story/narrative, song/rhyme, greeting card) C • KC1
- identifying, classifying and organising information using, for example, concept maps, tables and formats to record and display information (eg charts, graphs, animations, speech bubbles, captions) T • C • KC1 • KC2
- engaging in shared reading (eg by following a storyline, making predictions about text content and development of ideas) In • C
- reading aloud, using patterns of stress, rhythm and intonation to support fluency In • KC5
- differentiating between writing systems and individual symbols when determining how to decipher sound and meaning (eg between pinyin/romaji and English, between kanji and kana systems) In • T • KC6
- recognising the sounds and meanings of symbols and characters when reading words in text In • T • C • KC1
- associating appropriate romanised forms with words in symbols/characters. In • T • KC1

**Writing**

Children develop writing skills to communicate their own ideas about their immediate environment. C • KC2

This includes such learning as:

- recognising conventions of purpose, context and audience in their writing (eg labelling a picture, adding key words or phrases to a greeting card) C
- varying or substituting aspects of the content to express their own meaning T • C • KC2
- communicating to convey imaginative ideas (eg card, message, poster, map, story) C • KC2
- presenting key information in written and visual form (eg using illustrations) C • KC2 • KC7
- constructing text using print and communication technologies C • KC7
- constructing meaningful symbols/characters by tracing strokes and copying from models C
- using symbols/characters in a variety of media (eg artistic presentations) C • KC2
- applying the conventions of the writing system (eg stroke number, order and direction, squared paper, punctuation) KC2
- accessing appropriate symbols/characters by referring to charts and lists to communicate ideas and information. T • C
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. $F \times Id$
- Children develop a positive sense of self and a confident personal and group identity. $Id \times In$
- Children develop a sense of being connected with others and their worlds. $F \times Id \times In$
- Children are intellectually inquisitive. $F \times T \times C$
- Children develop a range of thinking skills. $F \times T \times C$
- Children are effective communicators. $T \times C$
- Children develop a sense of physical wellbeing. $Id \times In$
- Children develop a range of physical competencies. $Id$

At Standard 1, towards the end of Year 2, the child:

1.3 Identifies key information and ideas in texts to share with others. $In \times T \times C \times KC1 \times KC2$

Examples of evidence include that the child:

- discriminates between writing systems in deciphering meaning $T \times KC1$
- identifies and names symbols/characters in context $In \times T \times C \times KC6$
- uses knowledge of individual sound-symbol correspondences to work out how to read a word $T \times KC6$
- infers the meaning of new characters/words in, for example, picture/story books, by relating objects/events to known oral language. $C \times KC6$

At Standard 2, towards the end of Year 4, the student:

2.3 Accesses ideas conveyed in texts to collaborate, share meaning and take action with others. $In \times T \times C \times KC2 \times KC3$

Examples of evidence include that the student:

- identifies and describes features of language and content in text $T \times C$
- identifies key points or new information related to the topic $T \times C$
- demonstrates opinions or preferences about ideas in text $Id \times T \times C \times KC1 \times KC2$
- uses graphics/pictures to classify, compare and order information obtained $T \times C \times KC1$
- infers the meaning of new characters/words in text $C \times KC6$
- reads words aloud showing knowledge of sound-symbol correspondences $C$
- uses available resources (eg glossing, word list/chart) to assist in comprehending text $T \times KC3$

1.4 Writes short messages to convey key points of information to others. $T \times C \times KC1 \times KC2$

Examples of evidence include that the child:

- selects appropriate characters/words from lists/charts to label objects, and express ideas $T \times C \times KC2$
- forms legible symbols, characters and words when copying from models $C$
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence $T \times C \times KC2$
- writes with attention to purpose or audience (eg poster, message, labelling items). $In \times C \times KC2 \times KC7$

2.4 Writes own texts to express knowledge and understanding and convey personal meaning to others. $Id \times In \times C \times KC2$

Examples of evidence include that the student:

- uses models to apply text conventions in own writing (eg salutations and closures in correspondence) $T \times C \times KC2$
- links ideas in sentences $T \times C$
- develops coherence and sequence in texts (eg paragraphing) $T \times C$
- acknowledges the interests or expectations of readers in constructing texts $C$
- forms symbols or characters with attention to stroke structure and proportion when referring to charts or lists $C$
- sequences a set of symbols/characters to make own meaning in a word, phrase or sentence. $T \times C \times KC2$


Strand: understanding language—Pathway 2A

Through this strand children engage with a range of increasingly complex texts with an explicit and deliberate focus on the form which language takes. The focus in this strand is on developing children’s understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing their communicative potential. T • KC1

Children interact with language to learn how to convey meaning and how meaning is conveyed in a range of contexts, and to develop overall literacy across languages. They discover that people think and use language in different ways in different cultural contexts. In • T • C

Children learn that other writing systems exist besides alphabets, and that languages use diverse ways of constructing words and representing sounds and meanings. They recognise that signs and symbols are part of everyday life, and represent alternative and efficient ways of conveying sound and meaning. In • T

Children develop awareness of the function of different writing systems, and recognise that writing systems convey sounds and meanings in diverse ways (eg English alphabet; Japanese romaji; Chinese pinyin, kana symbols and characters). KC1 They begin to recognise how sound and meaning is presented in symbols. They learn to recognise letters and kana symbols as representations of sound, to associate sounds in the spoken language with appropriate romanised representations (romaji/pinyin), kana symbols and/or characters, and to relate new symbols (kana) to known objects to remember their sounds. KC1

They learn to explore and make connections between features of the writing system, and how the writing system is applied in making meaning. They learn how characters represent meaning by relating character/components to pictures representing objects and ideas (eg 手, 心, 石, 金, 雨, 川, 高), and by exploring relationships between characters in the system (eg 人-肉, 大-夫-太, 女-母, 王-主-玉, 旦-旦-旦). They develop skills in drawing connections with known vocabulary to learn new characters, and decipher meaning in text. In • T • C • KC6

They develop writing skills, with a focus on the form and structure of symbols and characters. They practise character formation, and engage in artistic and other tactile activities that draw attention to the visual characteristics of elements of the writing system, using a variety of media. In • C • T • KC2

Following is the Key Idea that comprises the understanding language strand in Pathway 2A.
Children explore, interact and experiment with language to learn how meaning is conveyed. They recognise that learning develops through questioning, and discover patterns and relationships within and across languages.

This includes such learning as:

- talking about the language with others, and expressing what they say and know in the language
  - In • T • C • KC2

- comparing aspects across languages by identifying how specific meanings are conveyed in different languages (eg greeting, stating, asking, thanking) In • T • C • KC1

- applying principles of spoken language (eg pronunciation and intonation) In • C • KC1

- using rules to construct and control language (eg word order, sentence construction, language functions such as requests, questions, instructions, commands) In • C

- using language in culturally specific ways to create meaning for a particular purpose with a specific group
  - Id • C • KC6

- recognising that variants exist within spoken languages (eg accent or dialect) C • KC1

- composing and extending their own meaning by using connective devices C

- using ICTs to communicate in and learn about the language C • KC2 • KC7

- discovering influences across languages (eg loan words, shared writing systems such as English alphabet, pinyin and romaji; and Chinese characters and kanji) In • C • KC1

- identifying characters/symbols by their context (eg as a label on an item, or as a caption to a picture) T • KC6

- matching characters to their pictographic origins (eg matching 水 to water, 山 to mountain) KC1

- observing that characters/symbols represent particular sounds or meanings and can be associated with oral vocabulary In • T • KC1

- recognising the use of romaji/pinyin as a tool for representing the sound of a symbol/character in a familiar form T

- using a variety of media to practise writing and symbol/character construction, including copying characters in squares T • C • KC2

- applying the conventions of the writing system, including stroke movements, order and direction, character structure, balance and proportion KC2

- identifying key strokes, and differentiating strokes with extra movements (eg angles 午, hooks 亅 and curves 丿, 亅) T • C • KC1

- following rules for stroke movements, direction and order to predict the number and sequence of strokes in a character T • KC2

- discriminating between characters/components of similar form (eg 土-士, 九-刀, 人-八, 八-八, 人-八, 人-八) T • KC1

- observing the number, sequence and location of components in a character (eg 湖, 宝, 心) T

- viewing websites and word processing programs in the language to explore the way the language is used to communicate KC7

- using romaji/pinyin input methods in word processing programs to select characters/symbols to include in communicative texts T • C • KC7
Early Years Band: R – 2 — Languages (non-alphabetic)

Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

Identifies patterns in language and compares how sound and meaning are conveyed across languages. In • T • C

Examples of evidence include that the child:
- asks questions about the language (eg how a particular word or meaning is conveyed in writing) T • KC6
- applies concepts of character and word formation in writing T • C • KC2
- identifies connections between the form of characters and their sound and meanings In • T • KC1
- makes use of support materials (charts and lists) in reading and writing text C • KC1 • KC2
- focuses on standard pronunciation when articulating words in print
- refers to linguistic features to describe meaning and ideas in texts. In • T • C • KC2

At Standard 1, towards the end of Year 2, the child:

1.5

At Standard 2, towards the end of Year 4, the student:

2.5

Reflects on how language is used to communicate a message, and compares how meanings are expressed in different languages. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- speaks with attention to conventions (eg pronunciation, intonation) T • C
- makes comparisons between, for example, word order and writing systems across languages In • T • C
- applies concepts of character and word formation in writing T • C • KC2
- analyses patterns and connections within the writing system In • KC1 • KC2 • KC5
- identifies strategies for memorising the form, sound and meaning of symbols and characters in writing systems. T • C • KC6

- playing with interactive CD-ROM programs, to support learning, understanding and use of the writing system T • C • KC7
- referring to wallcharts for rules for stroke order and direction, and for the sounds and forms of kana symbols, and to character charts or lists for key vocabulary items. T • C

In Japanese:
- identifying the form and sound of kana symbols by referring to kana charts T • C
- using visual mnemonics (eg associating the form of kana symbols with familiar objects) In • T • KC6
- differentiating which systems symbols belong to, and recognising differences in the form and function of hiragana and katakana (あ, つ) In • T • KC1
- focusing on sound-symbol correspondences to put a spoken word or phrase into appropriate written form T • C • KC2
- sounding out strings of hiragana and katakana to decipher meaning of words and phrases in text. T • C • KC6

In Chinese:
- paying attention to tone when reading text aloud
- accessing vocabulary in characters by referring to character charts or word lists. KC1
Structures and conventions of the writing system

Developing understanding of languages in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the following structures and conventions of the writing system:

- that words may be represented by one or more characters or symbols
- that a character represents a sound and meaning, and a kana symbol represents a sound only
- that characters/kana are composed of a series of strokes which are written in a set direction and sequence
- that there is a limited range of basic strokes, and more complex strokes containing additional movements (e.g., angles, hooks, and curves, flick strokes)
- that balance and proportion are important aspects in writing characters and symbols
- that characters may be a single component—a basic character, or a sequence of components—a compound character
- that basic (single unit) characters are the building blocks for compound characters
- that compound characters have a range of structures, namely left right, top bottom, and enclosed
- that some components occur regularly in characters, and may be located in different parts of a character, and may vary in form depending on location
- that many basic characters originated from ancient pictographs that have become symbolic representations of known objects or ideas, or are purely abstract representations
- that some key components are present in characters of similar classification (e.g., act as radicals or semantic components such as 木, 学, 道, 活)
- that some characters of similar sound have a common (phonetic) component
- that there are punctuation conventions in other writing systems

In Japanese:

- that three writing systems are used in Japanese
- that kanji have extra strokes to differentiate between related sounds (e.g., か, かも, は, ば, ぱ)
- that hiragana and katakana are phonetic symbols derived from kanji
- that kanji are used to represent such content words as nouns and adjective, adverb and verb roots
- that hiragana are used to represent (in most cases) such function words as particles (は, を, に, で), verb (conjugation) endings and so on
that katakana are used to represent words of western origin, and onomatopoeic words
(コーヒー；ホテル) \textit{In • T}

that furigana is used as a tool for sounding kanji and relating them to words known in
speech \textit{T}

that romaji is used as an input tool for word processing in Japanese. \textit{T}

In Chinese:

that pinyin can be used to learn the sounds of characters and words in Chinese

that words presented in pinyin include a diacritic/tone mark to highlight the appropriate tone
of the character in speech

that characters do not provide any indication of tone

that in reading text aloud attention must be given to tone to ensure correct meaning is
conveyed

that the characters they learn are modern simplified forms, and traditional forms of many
characters exist and are actively used in the community (eg 龍, 凤, 國, 漢, 發) \textit{In • T}

that pinyin is used as a tool for sounding characters and relating them to words known in
speech, and is used as an input tool for word processing in Chinese. \textit{In • T}

Structures and conventions of the grammatical system

\textit{Developing understanding of languages in this Band includes increasing learners’
conscious awareness of the nature, function and purpose of the following structures and
conventions of the grammatical system:}

that constructing concepts referring to people and things and building and varying the
message require using:

- nouns, including compound nouns, and nouns referring to activities and processes
- pronouns to refer to people and things, including personal, demonstrative,
possessive, indefinite and interrogative pronouns
- determiners to identify what is being talked about, both specific and general
- modifiers including adjectives and nouns to describe the quality or colour, or to classify
or compare things, or add emphasis
- possessive structures to indicate possession or association
- quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg
some, few)
- cardinal numbers to refer to an exact number of things
- ordinal numbers to refer to a sequence of things
- fractions, measurements and approximations
- qualifiers to expand the noun group (eg prepositional phrases, adjectives, and
coordination)
- verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to
have)
- complementation to describe and identify actions and items
- mood, declarative statements, interrogative questions, imperative orders
- negative statements
- modals to indicate attitude, possibility, ability, likelihood and permission; and to make
requests and express intentions
● that expressing time, manner or place requires using:
  – simple and continuous tenses, the present, the past, and the future
  – additional tenses, including perfect, continuous, passive infinitive
  – time expressions (eg clock time, dates)
  – expressions of frequency (eg often, never), and duration (eg always, briefly)
  – adjuncts to indicate circumstances
  – adverbs to give information about manner and degree
  – prepositions to give information about time, place and direction (eg in, at, on, to, into)
● that combining, structuring and making cohesive and coherent messages require using:
  – subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if), concession (eg although)
  – relative clauses including pronouns to give further information about a person or object (eg that, which, who)
  – past and present participles to relate actions
  – coordinating conjunctions and prepositional phrases to link related ideas (eg and, but, then)
  – referring back or referring forward (eg this, that, if so, such)
  – ellipsis (ie leaving out a word)
  – the passive voice to focus on the thing affected
  – cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (eg the impersonal ‘it’ as subject)
  – additional information structures (eg fronting, prefacing, addressing people)
● that reporting what people say or think requires using:
  – reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
  – quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
  – report structures and indirect speech.
Strand: understanding culture—Pathway 2A

Through this strand children become aware of the place of cultural value systems in observing and analysing the language, behaviour and viewpoint of others; in generating their own language; and in interacting with others from diverse cultures. In • KC1 • KC4 The focus in this strand is on developing children’s understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in language, and the cultural principles and practices that influence communication. In • C

Children engage with the culture through stories, visual images and personal interactions. Id • C They analyse specific cultural practices and values, and make comparisons and connections with their own experiences. Id • C • KC1 They report on the significance of individual and group identity, and their own sense of belonging within diverse groups. Id • In • C • KC2

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Children engage with culture in observing language use in diverse social and cultural contexts. They reflect on cultural identity as they develop self-awareness and a sense of self-worth. **Id • In • C • KC1**

This includes such learning as:

- recognising that language is an important medium for expressing values and beliefs of a culture **Id • C • KC1**
- recognising that all cultures follow rules of what to say and do, and when and where **In • C • KC1**
- identifying ways that language use is related to specific cultural patterns and social interactions **In • C • KC1**
- observing culture-specific concepts (eg how personal relationships are acknowledged or time is expressed) **Id • T**
- making connections between their own experiences and life in other communities **Id • T • KC6**
- valuing diversity and engaging with it in their immediate environment **Id • In**
- identifying features of the living and natural environment of diverse communities **In • KC1**
- engaging with diverse aspects of tradition and contemporary culture (eg symbols, images and practices that are significant to the culture in dance, rhymes, songs and games)**
- making connections between language and social events and ongoing practices (aspects of religion or belief, or rites of passage) within the culture (eg how celebrations are related to the seasons). **Id • In • KC1**
Developmental Learning Outcomes

The Developmental Learning Outcomes are deliberately broad long-term accomplishments. They reflect the integration of learning and development through the Essential Learnings and all Learning Areas and allow for different developmental pathways.

- Children develop trust and confidence. F • Id
- Children develop a positive sense of self and a confident personal and group identity. Id • In
- Children develop a sense of being connected with others and their worlds. F • Id • In
- Children are intellectually inquisitive. F • T • C
- Children develop a range of thinking skills. F • T • C
- Children are effective communicators. T • C
- Children develop a sense of physical wellbeing. Id • In
- Children develop a range of physical competencies. Id

At Standard 1, towards the end of Year 2, the child:

1.6

Identifies cultural values expressed in social interactions and demonstrates awareness of diversity in cultural practices and values. Id • In • T • KC1

Examples of evidence include that the child:
- asks questions which reflect on aspects of culture in stories, language and behaviour In • T • KC2
- recognises diversity in images across cultures (eg urban/rural life, homes, dress, food, behaviour) Id • In • KC1
- recognises and applies appropriate verbal and non-verbal behaviour in culture-specific settings In • C • KC1 • KC2
- makes connections between features of culture in text and their own experience. Id • T • KC6

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies how cultural meanings are expressed in language, and compares cultural values and practices across cultures. Id • In • C • KC1

Examples of evidence include that the student:
- applies appropriate speech and action in social interactions with others (eg recognising the role/position of individuals) In • C
- identifies the ways cultural values are represented in language In • C
- asks questions about and reflects on values represented in texts (eg stories, songs, films) Id • C
- reflects on the role of language in expressing their own identity and experiences (eg use of idiom, colloquial expressions, slang) Id • T
- applies appropriate speech and action in social interactions with others (eg recognising the role/position of individuals). In • C