

Communicating Strand							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
<b>Socialising</b>	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things	Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes	Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions	Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating	Discuss and compare young people's interests, behaviours and values across cultural contexts
		<b><i>Taking action</i></b>	Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions	Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities	Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting	Engage in shared activities such as planning and organising events by contributing ideas, opinions and suggestions and managing diverse views
		<b><i>Building the language of classroom interaction</i></b>	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions	Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others	Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions	Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view	Engage in class discussions and debates, justifying opinions, evaluating perspectives and reflecting on own language learning
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through	<b><i>Obtaining and using information</i></b>	Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and	Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such	Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities	Analyse and summarise key ideas and information from a variety of texts on a range of topics	Analyse, synthesise and evaluate ideas and information from multiple sources on a range of local and global issues

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	a range of oral, written and multimodal texts; and developing and applying knowledge		stories, and use information to complete guided spoken and written tasks	as home, school, routines, responsibilities and interests			
		<b>Conveying and presenting information</b>	Present factual information about self, family, friends and everyday objects using simple statements and support materials	Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images	Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports	Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences	Convey information on a range of issues using different modes of presentation to suit different audiences
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b>Participating in and responding to imaginative experience</b>	Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance	Read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions	Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs	Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented	Engage with and review creative texts, identifying and explaining cultural attitudes and key messages
		<b>Creating and expressing imaginative experience</b>	Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression	Create short imaginative texts such as dialogues and stories using modelled language	Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events	Create texts about imagined characters, contexts and experiences to engage and entertain others	Produce a variety of imaginative texts to express ideas, attitudes and values for a range of audiences

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Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating and explaining</b>	Translate frequently used words and simple phrases using visual cues and resources such as word lists	Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings	Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated	Translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations	Translate both Spanish and English texts, and discuss cultural and other dimensions of the process
		<b>Creating bilingual texts</b>	Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries	Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts	Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment	Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture	Create bilingual texts that interpret aspects of Australian language and culture for Spanish-speaking audiences
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on intercultural experience</b>	Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s)	Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices	Compare ways of communicating in particular Australian and Spanish-speaking contexts	Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture	Participate in intercultural experiences, reflecting on own ways of communicating and considering how intercultural communication involves shared responsibility for meaning-making

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		<b><i>Identity in intercultural communication</i></b>	Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community'	Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use	Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self	Identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity	Explore and compare cultural traditions in both the Spanish-speaking world and their own cultural contexts, considering how these influence identity

Understanding Strand							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	<b>Sound and writing systems</b>	Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements	Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks	Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system	Recognise that pronunciation, intonation, rhythm and pace assist in fluency and in meaning-making in spoken interactions
		<b>Grammatical system and vocabulary</b>	Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships	Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts	Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes	Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts	Apply complex grammatical rules such as those relating to reflexive verbs and subjunctive and conditional moods, and use cohesive devices to link and extend ideas in own spoken and written texts
		<b>Text structure and organisation</b>	Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories	Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions	Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects	Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages	Discuss the purpose and features of a range of texts, such as informative, argumentative or persuasive texts, using appropriate metalanguage to identify and describe characteristics

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Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b><i>The variation of language in use</i></b>	Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day	Understand that language use varies according to the age and relationship of participants	Recognise that language use varies according to the contexts of situation and culture	Examine how elements of communication, including gestures, facial expressions and use of silence, vary according to context, situation and relationships across languages and cultures	Analyse how language use in both spoken and written modes varies according to the geographical location and cultural profile of Spanish-speaking communities
		<b><i>The dynamic nature of language</i></b>	Understand that the English and Spanish languages borrow words from each other	Recognise that languages change with use over time and according to context	Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies	Understand the dynamic nature of languages	Understand and analyse the power of language to influence people, actions, values and beliefs
		<b><i>Communicating in the diversity of the Spanish-speaking world</i></b>	Recognise that Spanish is one of many languages spoken around the world and in Australia	Identify the variety of languages represented in the school, local community and general Australian population	Recognise that the Spanish language has different forms, roles and functions in different contexts and communities	Investigate the nature and extent of Spanish language use in both Australian and global contexts	Investigate the variety of languages used in different communities in the Spanish-speaking world, for example, Mapudungun, Basque/Euskera and Náhuatl

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<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>The relationship between language and culture</i></b>	Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers	Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection	Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers	Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences	Understand and describe ways in which language and culture are interrelated and influence each other.

**Languages Spanish – year 7-10 (Year 7 Entry) Scope and Sequence**

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<b>Socialising</b>	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes	Socialise and exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations
		<b><i>Taking action</i></b>	Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating	Negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions
		<b><i>Building the language of classroom interaction</i></b>	Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions	Plan and evaluate collaborative activities and tasks that involve expressing and comparing opinions
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; and developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways	Analyse and interpret information, ideas and perspectives obtained from a range of spoken, written and digital texts and present these in new forms
		<b><i>Conveying and presenting information</i></b>	Present information on selected topics in spoken, written and digital forms	Organise and present critical perspectives on information obtained from different sources to a variety of audiences
<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b><i>Participating in and responding to imaginative experience</i></b>	Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas	Respond to a range of imaginative oral, print and digital texts by interpreting or modifying them to express own ideas and feelings
		<b><i>Creating and expressing imaginative experience</i></b>	Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions	Express creative ideas and imagined experiences that relate to the cultures of Spanish-speaking communities using a variety of texts



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Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating and explaining</b>	Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word	Translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate
		<b>Creating bilingual texts</b>	Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community	Create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on intercultural experience</b>	Notice while participating in intercultural activities that interaction involves culture as well as language	Consider own reactions when engaging with Spanish speakers and resources and how these may reflect aspects of own language and culture
		<b>Identity in intercultural communication</b>	Consider how aspects of identity such as family background, age and interests impact on intercultural exchange	Consider and discuss the relationship between language, culture and identity

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<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b><i>Sound and writing systems</i></b>	Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions	Recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions
		<b><i>Grammatical system and vocabulary</i></b>	Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order	Extend knowledge of and use more complex features and patterns of the Spanish grammatical system including possessive, demonstrative, object and relative pronouns; compound and simple past tenses, future and conditional tenses
		<b><i>Text structure and organisation</i></b>	Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning	Analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence response
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b><i>The variation of language in use</i></b>	Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts	Recognise that Spanish is used in a variety of ways to achieve different purposes in different contexts
		<b><i>The dynamic and influential nature of language</i></b>	Understand the dynamic nature of languages	Examine ongoing changes in Spanish as a language of local and international communication, considering the power of language to both influence and reflect culture
<b>Role of Language and Change</b>		<b><i>Diversity in the Spanish-speaking world</i></b>	Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia	Understand how language diversity reflects local and global variations in social and cultural histories

## Understanding Strand

### Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>The relationship between language and culture</i></b>	Recognise the interconnected relationship between language and culture	Understand the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspectives