[Language] Early Stage 1 – Sample scope and sequence

This sample scope and sequence document incorporates [advice from NSW Education Standards Authority (NESA)](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-scope-and-sequences) and includes the following elements:

* the scope of learning in relation to the syllabus outcomes to be addressed
* the sequence of learning in relation to the syllabus outcomes to be addressed
* duration of the learning
* syllabus outcomes addressed through the learning and related outcomes (from other KLAs) if the teaching program is integrated
* relevant information for particular learning areas or particular school requirements.

Please note that this document is a ‘sample’ that schools may adapt to meet the needs of their students and local context. It is based on a school program of 60 minutes per week.

## Outcomes

NSW primary schools that teach languages are required to address all outcomes over the course of a stage. This document highlights outcomes that are to be assessed during the completion of tasks and also those that will be addressed over the course of a unit.

## Information for teachers of non-scripted languages

This sample scope and sequence document is based on the Languages K-10 Framework and can be used by teachers of those languages that share the Latin or Roman alphabet with English.

Teachers of languages that share the Latin or Roman alphabet with English, but do not have a syllabus, do not need to assess or address the following outcome: LXXe-6U.

Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus: [French](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018), [German](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/german-k-10-2018), [Indonesian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/indonesian-k-10-2018), [Italian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018), [Spanish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/spanish-k-10-2018), [Turkish](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/turkish-k-10-syllabus) and [Vietnamese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/vietnamese-k-10-2019). Adjustments should be made to ensure the correct outcome codes are recorded on programming materials.

## Information for teachers of scripted languages

This sample scope and sequence document can be used by teachers of those languages that do not share the Latin or Roman alphabet with English, including those languages that do not have a syllabus. Teachers of the following languages can adapt this document to suit their NSW K-10 Syllabus: [Arabic](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/arabic-k-10-2019), [Chinese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/chinese-k-10-2017), [Hindi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/hindi-k-10-2019), [Japanese](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017), [Korean](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018), [Macedonian](https://educationstandards.nsw.edu.au/wps/wcm/connect/1438a3b9-deee-48bf-b4b0-75a4a4285d54/macedonian-k-10-2019-syllabus.pdf?MOD=AJPERES&CVID=), [Modern Greek](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/modern-greek-k-10-2019), [Persian](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/persian-k-10-2019), [Punjabi](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/punjabi-k-10-2019) and [Tamil](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/tamil-k-10-2019).

### Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:**LXXe-1C**interacts in simple exchanges in [Language]**LXXe-5U****recognises spoken [Language]****LXXe-6U**Recognises written [Language]**LXXe-9U**recognises other languages and cultures in their immediate environment and the world | Hello!**Topic** – Greetings and introductions**Duration** – Weeks 1-10Students:* exchange greetings
* recognise the sounds of [Language]
* recognise that [Language] and English are written differently
* understand that [Language] is one of the many languages spoken in Australia
* recognise that there are cultural practices that differ from their own.

**Task**Students trace and copy their name in [Language]. They exchange greetings in pairs or small groups and introduce themselves, using culturally appropriate gestures.**Students with prior learning and/or experience:*** interact with teacher and peers by exchanging information
* recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation
* recognise that the sounds of [Language] are represented in the script
* describe aspects of self and their family background.

**Task**Students trace and copy their name in [Language]. They exchange formal and informal greetings using culturally appropriate gestures. Students create their personal profile, using drawings, images or photos, including where their family is from, who speaks [Language] and/or other languages at home, and present their profile to the class. |

### Term 2

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXXe-1C**interacts in simple exchanges in [Language]**LXXe-4C**composes texts in [Language] using visual supports and other scaffolds**LXXe-5U**recognises spoken [Language]**LXXe-7U**recognises the difference between statements, questions and commands in [Language] | School is fun!**Topic** – School routines**Duration** – Weeks 1-10Students:* participate in classroom routines and follow simple instructions
* label objects and images in [Language]
* recognise the sounds of [Language]
* recognise the structure of statements, questions and commands in [Language].

**Task**Students respond to simple instructions that relate to classroom routines. They draw two classroom objects of their choice, using digital technology. Students label their drawings using [Language]. **Students with prior learning and/or experience:*** participate in classroom activities by responding to instructions and taking turns
* create bilingual word lists and labels for the classroom
* recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation
* identify the function of statements, questions and commands in [Language].

**Task**Students give simple instructions to classmates that relate to classroom routines. They draw four classroom objects of their choice, using digital technology. Students create bilingual labels for their drawings using [Language] and English.  |

### Term 3

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXXe-1C**interacts in simple exchanges in [Language] **LXXe-4C**composes texts in [Language] using visual supports and other scaffolds**LXXe-5U**recognises spoken [Language] | Show and tell**Topic** – Toys and objects of interest**Duration** – Weeks 1-10Students:* participate in classroom routines and follow simple instructions
* describe objects in [Language] using visual supports
* recognise the sounds of [Language].

**Task**Students present to the class an object of interest such as a favourite toy, photograph or game. They describe size and colour of the object using modelled language.**Students with prior learning and/or experience:*** participate in classroom activities by responding to instructions and taking turns
* compose simple texts using illustrations and actions to support meaning
* recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation.

**Task**Students present to the class an object of interest such as a favourite toy, photograph or game. Students provide descriptive information about the object using simple structures. |

### Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:**LXXe-1C****interacts in simple exchanges in [Language]** **LXXe-2C**engages with [Language] texts**LXXe-3C**responds to spoken and visual texts**LXXe-5U**recognises spoken [Language]**LXXe-6U**recognises the difference between statements, questions and commands in [Language]**LXXe-7U**recognises that there are different kinds of texts | Let’s sing!**Topic** – [Language] songs**Duration** – Weeks 1-10Students:* participate in classroom routines and follow simple instructions
* participate in shared listening and viewing activities
* respond to simple or familiar songs through actions, drawing or singing
* recognise the sounds of [Language]
* understand that some [Language] and English words are similar
* understand that language is organised as ‘text’.

**Task**Students learn to sing and respond to a [Language] song with actions. Then, they perform the song at a school assembly.**Students with prior learning and/or experience:*** participate in classroom activities by responding to instructions and taking turns
* identify key words and specific information in simple spoken and visual texts
* share information from texts, using illustrations and gestures to support meaning
* recognise and use features of the [Language] sound system, including pitch, accent, rhythm and intonation.

**Task**Students listen to a song and create actions to support meaning. Students teach the actions to their classmates and perform at either a formal or informal event. |

[Languages K-10 Framework](https://educationstandards.nsw.edu.au/wps/wcm/connect/d4d35a4b-3647-4bb2-bcfa-ac2b5c0818fc/languages-k-10-framework-2017.PDF?MOD=AJPERES&CVID=) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.