

Languages – Spanish – Foundation to Year 10 Sequence – Sequence of achievement

Achievement Standard	Foundation to Year 2	Years 3 and 4
	<p>By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as <i>Buenos días/tardes/noches</i>, and farewells (for example, <i>hasta pronto</i>). They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, <i>Sal de aquí, Párate en la puerta</i>. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters <i>ll, ñ, rr/r g/j, c</i> and <i>y</i>. Students identify specific words and expressions in simple texts, such as names of people, places or objects. They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, <i>Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo</i>. They respond to and create simple spoken and written texts using modelled examples and formulaic language. Students use gender (for example, <i>el pastel/la torta</i>), simple verb forms (for example, <i>estudiar, comer, dormir</i>), definite articles and vocabulary related to familiar environments to describe people, places and things. Students translate frequently used words and simple phrases, using visual cues and word lists (for example, <i>clase, zapatos, camisa, teléfono/celular</i>) and create simple print and digital texts in both Spanish and English. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures.</p> <p>Students know that Spanish uses the same alphabet as English when written, except for <i>ñ</i> as in <i>mañana</i> and <i>España</i>. They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, <i>Doña Josefa, Don José, Tía</i>). They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as <i>chat, 'tortilla', 'fiesta'</i>. Students identify differences and similarities between their own and others' languages and cultures.</p>	<p>By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, <i>El bolso de Susana es hermoso</i>), requesting help (for example, <i>Necesito ayuda con mi bicicleta</i>) and seeking permission such as <i>¿Puedo ir al salón de informática?</i>. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and the present + infinitive form (for example, <i>quiero cantar, quiero salir</i>) about aspects of their lives such as school, home and everyday routines (for example, <i>Mi escuela está cerca de mi casa, Me gusta la clase de español</i>). They approximate Spanish pronunciation and intonation in simple statements. Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. They make simple statements about characters such as <i>La bruja es amable</i>, themes and their own reactions such as <i>El payaso está triste</i> in response to imaginative texts. They use modelled sentence structures to compose short original texts using conjunctions such as <i>y, o, porque</i> and <i>pero</i>, and prepositions such as <i>a, con, de</i> and <i>en</i>. Students use vocabulary related to school, home and lifestyles (for example, <i>divertido, alto, gordo, grande</i>). They use possessive adjectives (for example, <i>mi libro, nuestro coche</i>), adjectives (for example, <i>extraño, fantástico</i>), singular and plural forms (for example, <i>el árbol, la cafetería, las pelotas, los mensajes</i>) and regular verbs (for example, <i>cantar, correr, vivir</i>) in simple constructions. When writing, they apply punctuation and capitalisation rules. They translate short texts, using word lists and dictionaries and create simple bilingual texts. They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as <i>Sarita, gatico</i>.</p> <p>Students differentiate between statements, commands, exclamations and questions according to intonation. They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as <i>¿Me pasa el ipad por favor?</i></p>

Achievement Standard	Years 5 and 6	Years 7 and 8
	<p>By the end of Year 6, students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. They use modelled sentence structures to ask and respond to questions (for example, <i>¿quién?/¿quiénes?, ¿por qué?/¿por dónde? sí, por supuesto</i>), seek clarification (for example, <i>¿Ella dice que apaguemos la computadora?</i>) and give advice (for example, <i>No debes comer tantos dulces</i>). When interacting, students use appropriate pronunciation of Spanish-specific sounds such as <i>ci/ca</i> and <i>ga/gi</i>, and intonation patterns. They gather information relating to language and culture and present it in different formats.</p> <p>They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (<i>divertido, alto, gordo, grande</i>). They use regular and common irregular verbs in present tense (for example, <i>estudio español, voy a mi casa</i>), simple past tense (for example, <i>Ayer comí helado, Fueron a la cafetería</i>) and near future (for example, <i>Voy a ir a la playa, Vamos a comer frutas</i>). Students use pronouns (for example, <i>él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as</i>), prepositions (for example, <i>debajo de, por, al lado de, cerca de</i>), adverbs (for example, <i>muy, poco, bien, mal, lentamente</i>), agreement of nouns and adjectives (for example, <i>gente simpática, juegos divertidos</i>), and adverbs to mark time (for example, <i>hoy, ayer, mañana, ya, todavía</i>) and place (for example, <i>dentro de, encima de, a la izquierda, a la derecha</i>). They apply rules of punctuation such as question and exclamation marks (for example, <i>¿cuándo?, ¡cuidado!</i>) and accents (for example, <i>sofá, árbol, música</i>).</p> <p>They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. They describe their own experiences of using Spanish and identify ways in which learning and using Spanish may impact on their own identity.</p> <p>Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, <i>¡Hasta pronto Doña Clara! ¡Adiós chicos!</i>). They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, <i>chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao</i>). They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts.</p>	<p>By the end of Year 8, students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view (for example, <i>¿Estás de acuerdo?, verdadero/falso, ¿qué te parece?, ¿cuándo?, ¿cómo?, ¿por qué?</i>). They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types (for example, <i>¿Nos vamos?, ¡Nos vamos!, Pasó por aquí/Paso por aquí</i>), and use interrogative and imperative moods (for example, <i>¿Has comido? ¡Abre la puerta!</i>).</p> <p>They locate, summarise and analyse information and ideas on topics of interest from a range of texts, and communicate information, different perspectives and their own opinions such as <i>a mí me parece...</i>, using different modes of presentation. They describe their responses to different imaginative texts by expressing opinions (for example, <i>en mi opinión, personalmente yo prefiero, estoy de acuerdo</i>), stating preferences (for example, <i>después de pensarlo, yo..., prefiero más bien...es buena/mala idea</i>), and comparing ways in which people, places and experiences are represented (for example, <i>mejor que... peor que...más... menos</i>).</p> <p>They draw on past experiences or future possibilities to create imaginative texts using regular (for example, <i>caminar, beber, vivir</i>) and irregular verbs (for example, <i>estar, tener, ir</i>) in a range of tenses including present (<i>vivo</i>), present perfect (<i>he vivido</i>), preterite (<i>viví</i>), imperfect (<i>vivía</i>) and future (<i>viviré</i>). They use descriptive vocabulary, such as numbers, adjectives (for example, <i>generoso, simpático, listo, amistoso, azul, rosa, café</i>) and adverbs (for example, <i>generalmente, raramente, nunca</i>), to extend and elaborate their texts. They use cohesive devices such as <i>y, o, porque, cuando, por eso, pero, puesto que, debido a, y, pues, para</i> and prepositions such as <i>antes del atardecer, dentro de la casa</i> in own language production to create cohesion. Students translate texts on familiar topics and produce texts in Spanish and English, comparing their different versions and considering possible explanations for variations. When participating in intercultural experiences they identify similarities and differences in language use and cultural expression. They identify significant people, places, events and influences in their lives and explain why these are important to their own sense of identity.</p> <p>Students know that in Spanish there are words that are spelled and pronounced the same but that have different meanings, such as <i>pila (pile or battery)</i>, and that a word often takes on a different meaning when an accent is added, for example, <i>papá</i> ('father') and <i>papa</i> ('potato'), and the definite article <i>el</i> and pronoun <i>él</i> ('he' or 'him'). They use metalanguage to explain features of language, texts and grammar and to identify how text structures and language features vary between different types of texts. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.</p>

Achievement Standard	Years 9 and 10
	<p>By the end of Year 10, students use written and spoken Spanish to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously to offer opinions on social issues and to discuss young people's interests, behaviours and values across cultural contexts. They justify opinions such as <i>No creo que sea la mejor manera de resolver...</i>, <i>Estoy en contra de esa idea porque...</i>, evaluate perspectives and reflect on their own language learning. They collaboratively plan and organise events and manage diverse views by using the subjunctive mood to express emotion and doubt and give negative commands (for example; <i>Siento que no puedas ir a La Habana</i>, <i>Es posible que compre un reproductor MP3</i>, <i>No pienso que sea ... Siento que estés enfermo ... ¡No grites tanto!</i>), the imperative mood for commands (for example, <i>Hazlo bien</i>, <i>Toma el jugo/zumo</i>, <i>Escríbeme</i>, <i>Llámalala ...</i>), and passive voice when appropriate (for example, <i>se cometieron errores</i>). Students locate, analyse, synthesise and evaluate ideas and information on local and global issues from a range of perspectives and sources. They present information using different modes of presentation to suit different audiences and to achieve different purposes. They select appropriate nouns and adjectives to describe values and attitudes identified in different imaginative texts, such as <i>Ese joven no sirve para nada / Es un joven valiente</i>, <i>Ellos son ilegales / Ellos son los refugiados</i>. They produce a variety of imaginative texts that reflect ideas, attitudes or values associated with Spanish-speaking communities, applying knowledge of the imperfect (for example, <i>Cuando era joven vivíamos en Bogotá</i>, <i>Vivía en Granada cuando Pedro se graduó</i>) and conditional tenses (for example, <i>Valdría la pena ver los murales de Diego Rivera</i>). They use grammatical elements such as reflexive verbs (for example, <i>acostarse</i>, <i>cepillarse</i>) and relative pronouns (for example, <i>el amigo que visitamos</i>), and use cohesive devices (for example, <i>sin embargo</i>, <i>por eso</i>, <i>pero</i>) to link and extend ideas, and time markers such as <i>al día siguiente</i>, <i>después de...</i>, <i>más tarde...</i> for sequencing. When translating Spanish, students identify cultural perspectives and explain how they have been represented. They create bilingual texts that reflect aspects of language and culture for both English-speaking and Spanish-speaking audiences. They contribute to mutual understanding when participating in intercultural experiences, and explain how family and cultural traditions shape people's sense of identity.</p> <p>Students identify connections between the variety of other languages used in different communities in the Spanish-speaking world and explain some of the variations in Spanish, such as the pronunciation of the letters <i>c</i>, <i>s</i> and <i>z</i>, and different ways of pronouncing <i>ll</i> and <i>y</i>. They use appropriate metalanguage to explain grammatical features such as word order, tenses and subjunctive mood and the purpose and features of different texts, such as informative and persuasive texts. Students analyse the influence of language on peoples' actions, values and beliefs, including its capacity to include and exclude. They explain ways in which language and culture are interrelated and influence each other.</p>