

## Languages - Vietnamese - Foundation to Year 10 Scope and Sequence

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 peers and the teacher by introducing themselves and expressing needs, wishes, likes and dislikes	Share with peers and the teacher information and experiences relating to self, family and friends	Interact and socialise with peers and the teacher to exchange information and opinions related to daily life, school, friends, leisure and social activities	Initiate and sustain interactions with peers and known adults on topics and issues related to social activities and personal interests	Initiate, sustain and extend interactions with peers and adults, exploring own and peers' perspectives on youth culture, future aspirations and social experiences
		<b><i>Taking action and transacting</i></b>	Participate in guided group activities such as songs, rhymes, games and transactions, using modelled repetitive language	Participate in collaborative tasks that involve planning and simple transactions	Collaborate with peers in group tasks and shared experiences to make choices and arrangements, organise events and complete transactions	Engage in collaborative tasks and transactions in real or simulated contexts that involve solving problems and making decisions	Participate in a range of collaborative activities that involve transactions and require negotiation and management of different opinions or behaviours
		<b><i>Building language for classroom interaction</i></b>	Interact in classroom routines and activities by responding to questions, following instructions and asking for permission	Participate in everyday classroom activities by seeking clarification, advice and help from others	Engage in classroom interactions by asking and responding to questions and expressing opinions	Interact in classroom activities and discussions through asking and responding to open-ended questions, and offering and justifying opinions	Extend classroom interactions by offering, elaborating on, justifying and eliciting opinions and ideas

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Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Identify key words and specific information related to their personal world in simple spoken, written, digital and visual texts	Locate and organise information relating to familiar contexts from a range of spoken, written, digital and visual texts	Locate, classify and compare information relating to personal, social and natural worlds from a range of spoken, written, digital and visual texts	Locate, analyse and compare information relating to topics of shared interest or other learning areas from a range of print, visual, digital and online sources	Locate, synthesise, interpret and evaluate information and opinions from different perspectives relating to social issues and other areas of interest to teenagers
		<b><i>Conveying and presenting information</i></b>	Share information about self, family, school and friends, using modelled sentence structures and illustrations to support meaning	Present information relating to familiar contexts in modelled spoken, written and visual texts in different modes, including digital and multimodal	Present ideas and information related to topics of interest in a range of formats, including digital presentations, for different audiences	Convey information and ideas on different topics or events, describing and comparing views, experiences and aspects of culture, using different modes of presentation for particular audiences and contexts	Convey information, ideas and viewpoints from different perspectives, selecting appropriate modes of presentation to achieve specific purposes for particular audiences in relevant contexts
Creating	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>	Participate in shared reading, viewing of or listening to imaginative texts and respond through miming, acting, matching pictures with text or answering questions	Respond to imaginative texts such as fables, folk tales, songs and stories by identifying favourite elements and making simple statements about settings, characters and events	Engage with imaginative texts, including digital and multimodal, by identifying and describing key elements such as themes, settings, characters and events	Respond to different types of imaginative texts by explaining themes, messages and plot, and commenting on characters and events	Explore a range of traditional and contemporary forms of art, literature and entertainment, by analysing values, purposes and language techniques, and discussing issues and themes

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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><i>Creating and expressing imaginative experience</i></b>	Create and perform simple imaginative texts such as chants, songs and stories, using familiar language and non-verbal forms of expression	Create and perform imaginative texts such as captions, chants, raps, dialogues and stories, using formulaic expressions, modelled language and visual supports	Present, reinterpret or create alternative versions of imaginative texts, adapting events or characters to different modes and contexts	Create and present a range of texts, including multimodal and digital texts, involving imagined places, events, people and experiences, to entertain others	Create a range of imaginative texts in different formats, including multimodal and digital formats, for a range of audiences, contexts and purposes
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b><i>Translating and interpreting</i></b>	Translate and interpret familiar Vietnamese words, phrases and expressions	Translate and interpret words and expressions in simple Vietnamese and English texts, noticing similarities and differences or non-equivalence of words and expressions	Translate and interpret texts from Vietnamese into English and vice versa, noticing which words or concepts are easy or difficult to translate	Translate and interpret texts, compare own translation of a range of texts with others', and explore differences and strategies to overcome challenges in translation	Translate and interpret texts for different audiences and contexts, and explore how cultural concepts, values and beliefs are represented differently in Vietnamese and English
		<b><i>Creating and using bilingual resources</i></b>	Create bilingual texts in both Vietnamese and English for the immediate learning environment such as labels, captions, wall charts and other resources	Create simple bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and the school community	Produce a range of bilingual texts and resources for their own language learning and for the school community such as posters, menus, recipes or stories, including multimodal and digital forms	Produce bilingual texts in multimodal and digital forms for the school and wider community, and provide subtitles, commentaries or glossaries of cultural terms in either language to assist meaning	Create bilingual texts in multimodal forms, including digital, that reflect aspects of culture and language for a variety of Vietnamese and Australian audiences

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Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on the experience of intercultural communication</b>	Share opinions and ways of behaving when using Vietnamese in home and school contexts	Reflect on their experiences as Vietnamese background speakers when interacting in English and Vietnamese, identifying differences in language use and behaviours	Reflect on their experiences of interacting in Vietnamese- and English-speaking contexts, and discuss adjustments to language and behaviours made when moving between languages	Reflect on cultural differences between Vietnamese and English communicative styles, discussing how and why they modify language for different cultural perspectives	Reflect on how meanings vary according to cultural assumptions that Vietnamese and English speakers bring to interactions, and take responsibility for contributing to mutual understanding
		<b>Reflecting on self as language user and how identity is shaped by interaction</b>	Identify themselves as members of different groups, including the Vietnamese class, the school, their family and the community, describing their roles within these groups	Explore their own sense of identity, including elements such as family, background, experiences, and ways of using language in Vietnamese- and English-speaking contexts	Reflect on how own biography, including family origins, traditions and beliefs, impacts on identity and communication	Reflect on how and why being a speaker of Vietnamese contributes to their sense of identity and is important to their Vietnamese cultural heritage	Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving

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

## 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><i>Sounds and writing systems</i></b>	Recognise the sounds and tones of spoken Vietnamese, and notice how they are represented in words and symbols	Experiment with pronunciation and spelling of Vietnamese vowels, consonants and tone markers	Recognise and apply features of intonation and pronunciation and writing conventions used in different types of texts and contexts	Apply Vietnamese pronunciation, spelling and intonation patterns in a range of sentences such as statements, questions and exclamations	Understand the role of pronunciation, pauses, pace, intonation, fluency and appropriate writing conventions in effective communication and apply this knowledge to own interactions
		<b><i>Grammatical and vocabulary knowledge</i></b>	Understand some first elements of Vietnamese grammar, such as personal pronouns, frequently used nouns, adjectives, verbs and prepositions, and basic rules of word order in simple sentences	Develop knowledge of nouns, adjectives, verbs and adverbs to describe actions, people and objects, and express possession	Understand and use basic grammatical structures and explore a range of nouns, adjectives, adverbs, verbs and conjunctions, to express opinions, actions and events in time and place	Understand and use elements of Vietnamese grammar to organise and elaborate on ideas and opinions, such as direct/indirect speech and verbs to express modality	Understand and use compound sentence structures, conjunctions, and a range of language features, such as similes or rhetorical questions, and combine them with knowledge of Sino-Vietnamese words and abstract vocabulary to enhance communication and achieve particular effects

## 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
		<b><i>Text structure and organisation</i></b>	Explore different types of familiar texts, such as captions, labels, songs, rhymes and fairy tales, noticing similarities and differences between text types	Recognise the features and purpose of a range of familiar texts such as stories, greeting cards, recipes, advertisements and posters	Understand the structure and language features of familiar texts such as recipes, recounts, narratives, procedures, emails and stories, recognising that linguistic choices depend on purpose, context and audience	Expand understanding of how different types of texts are structured and employ particular language features to suit different audiences, contexts and purposes	Understand the relationship between purpose, audience, context, linguistic features, and textual and cultural elements associated with different types of personal, reflective, informative and persuasive texts
<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>Variation of language in use</i></b>	Recognise that there are variations in the way Vietnamese speakers greet and address different people	Explore how language use varies according to the age, gender and relationship of participants and the context	Understand that language is used differently in different contexts and situations, for example, at home, at school, at the market or at the doctor's surgery	Understand how language use differs between spoken and written texts, and depends on participants, relationships and the purpose and mode of delivery	Analyse and explain how and why language use varies according to cultural contexts, relationships and purposes
		<b><i>The dynamic and influential nature of language</i></b>	Recognise that Australia is a multilingual society and that Vietnamese is one of the major community languages in Australia	Recognise that languages change over time and influence one another	Explore how the Vietnamese language has changed over time and how it has been influenced by dialects and accents across regions of Vietnam	Explore the impact on language of social, cultural and intercultural influences such as globalisation and new technologies	Analyse the impact of media, technology, globalisation, migration and popular culture on Vietnamese language use in Vietnam and overseas

### 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
<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 of language and culture</i></b>	Understand that the ways in which people use language reflect their cultures, and relate to where and how they live and what is important to them	Make connections between cultural practices and language use, such as culture-specific terms or expressions in Vietnamese and English	Understand that language use is shaped by the values and beliefs of a community	Analyse the ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures	Understand the reciprocal relationship between language, culture and communication and how this relationship impacts on attitudes and beliefs



## Languages - Vietnamese-Year 7-10 (Year 7 Entry) Scope and Sequence

Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	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>	Socialise and interact with peers and the teacher to exchange information on topics relating to self, family, friends and interests, and to express opinions, likes and dislikes	Initiate and sustain face-to-face and online interactions with peers and adults to share personal opinions, and compare ideas and experiences on familiar topics such as friendship, leisure activities, teenage life and special events
		<b><i>Taking action and transacting</i></b>	Participate in guided and shared activities, such as role-plays, performances and presentations, that involve planning, deciding, making arrangements and completing transactions	Participate in planning and decision making for social and cultural events, negotiating options, explaining, justifying, solving problems and completing transactions
		<b><i>Building language for classroom interaction</i></b>	Interact with peers in class routines and exchanges by asking and responding to questions, following instructions and requesting support, for example, by asking for repetition, rephrasing and explanation	Contribute to shared learning experiences and structured discussions relating to the learning of Vietnamese language and culture, clarifying understanding, elaborating on opinions, and expressing agreement or disagreement
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Identify and use information such as topic, main ideas and specific points in a range of spoken, written, visual, digital and multimodal texts	Compare, evaluate and use information and ideas from diverse print, visual, digital and online sources representing different perspectives related to common areas of interest and study
		<b><i>Conveying and presenting information</i></b>	Present information and ideas relating to personal, social and natural worlds in spoken, written, digital and multimodal forms using modelled language structures	Convey information and opinions on a variety of selected topics using diverse modes of presentation to suit specific audiences and purposes, and applying conventions of text types



Communicating Strand				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<i>Participating in and responding to imaginative experience</i>	Engage with a range of imaginative texts, including multimodal and digital texts, such as cartoons, folk tales, picture books, comics, poems and songs, and identify and describe key elements such as theme, setting, characters and actions	Respond to a range of traditional and contemporary forms of art and entertainment, and imaginative and creative texts, including digital texts, describing and discussing themes, values, plot and representations of characters and events, and expressing preferences
		Creating and expressing imaginative experience	Create texts, including multimodal and digital texts, or adapt familiar imaginative texts for a range of audiences, using modelled language structures and different modes of presentation to enhance effect	Create imaginative texts in multimodal and digital forms that draw on past experiences or future possibilities, for a range of purposes, such as self-expression or engagement, and for a range of audiences
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	Translate and interpret short texts from Vietnamese into English and vice versa, identifying aspects that are similar or different and words or phrases that translate easily or with difficulty	Translate and interpret texts from Vietnamese into English and vice versa, compare different versions of translations, explore differences and identify strategies to overcome challenges in translation
		Creating and using bilingual resources	Create a range of bilingual texts and resources such as captions, signs, posters, digital picture dictionaries or menus to assist language learning in the classroom and in the school community	Produce bilingual resources in multimodal and digital forms for the school and local community, such as travel brochures, comics, blogs or video clips, considering the role of culture when transferring meaning from one language to another
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and	Reflecting on the experience of intercultural communication	Compare personal responses and reactions during interactions in Vietnamese and English, noticing how interaction involves culture as well as language	Reflect on own ways of communicating in Vietnamese and English, recognising that intercultural communication involves shared responsibility for meaning-making

### Communicating Strand

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	considering how interaction shapes communication and identity	Reflecting on self as language user and how identity is shaped by interaction	Reflect on own biography, including family origins, traditions and beliefs, considering how it impacts on identity and shapes intercultural communication	Reflect on own sense of identity as a Vietnamese and English speaker, and discuss ways in which identity is expressed in intercultural communication

### 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
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b><i>Sound and writing systems</i></b>	Recognise the features of the Vietnamese sound and writing system, including tones and tone markers, and explore Vietnamese pronunciation and spelling rules	Apply knowledge of sounds, tones and spelling to spoken and written Vietnamese, inferring the meaning of unfamiliar words encountered in a range of contexts, and explore intonation patterns and pauses in a range of sentences
		<b><i>Grammatical and vocabulary knowledge</i></b>	Develop knowledge of common grammatical elements and structures such as nouns, personal pronouns, adjectives, verbs, compound words, adverbs of frequency, conjunctions, statements, negations and questions, to describe events, actions and qualities of people and objects, and to express courtesy and opinions	Expand grammatical and vocabulary knowledge to communicate, link and extend ideas, for example, using cohesive devices such as conjunctions, verbs to express modality, direct/indirect speech, abstract vocabulary and common Vietnamese idioms
		<b><i>Text structure and organisation</i></b>	Examine the structures and language features of a range of short familiar personal texts, including descriptive, informative and imaginative texts, and identify audience and purpose	Analyse the relationship between context, purpose and audience, language features and cultural elements associated with different types of texts in actual or online contexts

## 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
<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>	Recognise some of the common variations in Vietnamese language used in different settings and contexts, for example, at home, at school, at the market or in the bank	Identify and analyse linguistic features of Vietnamese that vary according to purpose and relationships
		<b><i>The dynamic and influential nature of language</i></b>	Recognise the dynamic nature of the Vietnamese language and how it has changed over time through interaction with other languages and cultures	Understand how the Vietnamese language has evolved and how it continues to change over time and from place to place due to processes such as globalisation and migration, and the influence of technology and popular culture
<b>Role of Language and Change</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>The relationship of language and culture</i></b>	Identify connections between cultural practices and language use in intercultural exchange, recognising how meaning may be culturally specific	Explore how language and culture are interrelated and how they shape and are shaped by each other