[Language] Early Stage 1 – Task-based 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.

Students with prior learning and/or experience

In this document, some additional or extended tasks have been suggested for students with prior learning and/or experience. For those units without suggested additional tasks, teachers can meet the needs of students with prior learning and/or experience by adjusting the suggested task to allow students to apply learning in greater range of situations, initiate and extend interactions and create texts for a broader range of purposes and audiences.

## Task-based language learning

A language learning task is a relevant and significant learning experience that involves purposeful language use. Unlike language activities/exercises, a learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms. Many of the tasks in this document require students to use their imagination in order to simulate an authentic communicative experience.

The task-based teaching and learning cycle is used when teaching task-based learning units:

* Pre-task: teach vocabulary and grammar students need to complete the task. Students use new language in practice activities.
* Task: students complete an authentic communicative task that includes clear context, audience and purpose. The task is the assessment of learning in the unit.
* Post task: teachers identify gaps in student learning and address common language errors and issues. Students reflect on their learning and apply self, peer and teacher feedback to develop language learning goals.
* Formative assessment strategies are applied throughout the learning.

## 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 – Hello

In Term 1 students are introduced to the sounds of [Language]. They learn basic greetings and to introduce themselves. They exchange greetings, using culturally appropriate gestures.

|  |  |  |
| --- | --- | --- |
| Outcomes to be assessed | Outcomes to be addressed  | Task |
| A student:interacts in simple exchanges in [Language] **LXXe-1C****recognises spoken [Language] LXXe-5U** | A student: recognises other languages and cultures in their immediate environment and the world **LXXe-9U** | **Introduce yourself to a new student from [Country] who has joined your class.****Students with prior learning and/or experience: After introducing yourself, introduce a family member to the new student.****Context:** A new student from [Country] has joined your class**Audience:** The new student**Purpose:** To welcome your new classmate and introduce yourself |

### Term 2 – School is fun!

In Term 2, students learn the language used in the classroom, including simple teacher instructions and basic classroom objects.

|  |  |  |
| --- | --- | --- |
| Outcomes to be assessed | Outcomes to be addressed  | Task |
| **A student:**interacts in simple exchanges in [Language] **LXXe-1C**composes texts in [Language] using visual supports and other scaffolds **LXXe-4C****recognises spoken [Language] LXXe-5U** | A student: recognises the difference between statements, questions and commands in [Language] **LXXe-7U** | Task 1: You are the teacher. Give your students from [Country] instructions so you can teach your lesson. **Context:** Teacher teaching a class**Audience:** Your students**Purpose:** To tell students what to doTask 2: Create bilingual posters of classroom objects to support new students from [Country] at our school. **Context:** New students from country have started at our school**Audience:** The new students****Purpos****e: To support the learning of the new students |

### Term 3 – My favourite toy

In Term 3, students learn vocabulary related to toys, including the words for common toys and basic adjectives, such as colours, to describe the toys. They speak about toys using basic sentences and match simple [Language] words to pictures and English words.

|  |  |  |
| --- | --- | --- |
| Outcomes to be assessed | Outcomes to be addressed  | Task |
| **A student:**interacts in simple exchanges in [Language] **LXXe-1C**composes texts in [Language] using visual supports and other scaffolds **LXXe-4C** | A student: **recognises spoken [Language] LXXe-5U**recognises written [Language]LXXe-6Urecognises the difference between statements, questions and commands in [Language] **LXXe-7U** | Matching competition! Tell your classmates about your favourite toy. Your classmates will try to match your description to a photo of your toy. The student who matches the most descriptions to photos is the winner!**Context:** A competition where students match descriptions to photos of toys.**Audience:** Classmates**Purpose:** To describe your toy so well that your classmates can match your description to the correct photo. |

### Term 4 – Let’s sing!

In Term 4, students learn to count in [Language] through songs, games and simple mathematics activities. They learn a song to perform, adding meaningful actions to support the words.

|  |  |  |
| --- | --- | --- |
| Outcomes to be assessed | Outcomes to be addressed  | Task |
| **A student:**responds to spoken and visual texts **LXXe-3C** | A student: interacts in simple exchanges in [Language] **LXXe-1C**engages with [Language] texts **LXXe-3C****recognises spoken [Language] LXXe-5U**recognises written [Language]LXXe-6U recognises the difference between statements, questions and commands in [Language] **LXXe-7U** | The class will perform a song at the end of year [Language] show that demonstrates their understanding of vocabulary related to numbers in [Language]. Create actions to the song that will help parents understand the meaning of words in the song.**Context:** The class performing a [Language] song at the end of year [Language] show**Audience:** Parents and other classes**Purpose:** Help parents understand the meaning of [Language] words |

[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.