[Language] 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: LXX1-6U.

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).

# [Language] Stage 1 (Year A) – Sample scope and sequence

## Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-9U**  recognises similarities and differences in communication across cultures | Our class **Topic** – Greetings and introductions  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * recognise the sounds and rhythms of spoken [Language] * recognise that the ways of greeting and addressing others vary in different cultural and social contexts.   **Task**  Students collaborate with classmates to create greeting scenarios to be enacted in class.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words   and punctuation   * reflect on the role of [Language] language and culture in their own lives.   **Task**  In groups, students create scenarios and perform them for the class, incorporating formal and informal ways of greeting. |

## Term 2

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions | We are a family! **Topic** – Family  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * compose simple texts using familiar words, phrases and patterns * label objects and caption visual texts * recognise and reproduce the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content.   **Task**  Students create a print or digital text about their family, using pictures and captions to name family members. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * compose simple texts using modelled sentence structures and illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation * recognise basic [Language] writing conventions / language-specific content.   **Task**  Students create a print or digital text about their family, using pictures and captions. They present their text to the class and give a short description for each family member. |

## Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions | My dream home **Topic** – Homes  **Duration** – Weeks 1-5  Students:   * participate in classroom routines and activities * label objects and caption visual texts * recognise and reproduce the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content.   **Task**  Students create a print or digital text about their dream home, using pictures and captions to name each room/area. They present their text to the class using simple sentence structures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation * recognise basic [Language] writing conventions / language-specific content.   **Task**  Students create a print or digital text about their dream home using pictures and captions to name and describe each room/area. They present their text to the class and respond to questions. |
| A student  **LXX1-1C**  **participates in classroom interactions and play-based learning activities in [Language]**  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions  **LXX1-7U**  recognises language patterns in statements, questions and commands | What’s under my bed? **Topic** – Rooms and furniture  **Duration** – Weeks 6-10  Students:   * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * recognise and reproduce the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content * understand basic [Language] sentence structure and recognise some key elements of [Language] grammar.   **Task**  Students create a multimodal text about a favourite room/area in the house and present it to the class using modelled language. They include information about objects/furniture and activities they do in that room/area.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation * recognise basic [Language] writing conventions / language-specific content * recognise parts of speech and understand basic rules of word order in simple sentences.   **Task**  Students create a multimodal text about a favourite room/area in the house. They present their text to the class giving information about position of furniture/objects and activities they do in that room/area. |

## Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  **participates in classroom interactions and play-based learning activities in [Language]**  **LXX1-2C**  identifies key words and information in simple texts  **LXX1-3C**  responds to texts using a range of supports  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-8U**  recognises features of familiar texts | Let’s sing together! **Topic**– [Language] songs  **Duration** – Weeks 1-7  Students:   * participate in classroom routines and activities * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [Language], or gestures, drawings and other supports * recognise the sounds and rhythms of spoken [Language] * understand that there are different types of text with particular features.   **Task**  Students perform a song at a school assembly, adding actions to support meaning.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [Language], or illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation.   **Task**  Students create a simple song in [Language]. |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-9U**  recognises similarities and differences in communication across cultures | Let’s dance! **Topic** – [Cultural] dance  **Duration** – Weeks 8-10  Students:   * participate in classroom routines and activities * understand that language and culture are closely connected * identify what may look or feel similar or different to their own language and culture when interacting in [Language].   **Task**  Students learn a simple [Language] dance routine following simple instructions. They perform the dance at a school event such as school assembly or cultural celebration.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students help peers to learn a simple dance routine, using simple instructions. They perform the dance at a school event such as school assembly or cultural celebration. |

# [Language] Stage 1 (Year B) – Sample scope and sequence

## Term 1

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions  **LXX1-7U**  recognises [Language] language patterns in statements, questions and commands  **LXX1-9U**  recognises similarities and differences in communication across cultures | About me! **Topic** – personal information  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers to exchange greetings and information * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * recognise the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content * understand basic [Language] sentence structure and recognise some key elements of [Language] grammar * recognise that the ways of greeting and addressing others vary in different cultural and social contexts.   **Task**  Students draw illustrations and write captions in [Language] to make a Big Book or digital book about themselves. They present their book to the class.  **Students with prior learning and/or experience:**   * interact with teacher and peers to exchange personal information * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words   and punctuation   * recognise basic [Language] writing conventions / language-specific content * recognise parts of speech and understand basic rules of word order in simple sentences * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students create a print or digital text about themselves, using pictures and captions to name family members, friends and favourite activities. They present their text to the class and respond to questions. |

## Term 2

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions | Let’s play a game! **Topic** – Language games  **Duration** – Weeks 1-4  Students:   * participate in classroom routines and activities * label objects and caption visual texts * recognise the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content.   **Task**  In groups, students create a simple board or card game such as matching words and pictures.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words   and punctuation   * recognise basic [Language] writing conventions / language-specific content.   **Task**  In groups, students create a simple board or card game for the classroom, such as one that involves matching [Language] and English words. |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions  **LXX1-7U**  recognises [Language] language patterns in statements, questions and commands  **LXX1-8U**  recognises features of familiar texts  **LXX1-9U**  recognises similarities and differences in communication across cultures | Party time! **Topic** – Celebrations  **Duration** – Weeks 5-10  Students:   * participate in classroom routines and activities * compose simple texts using familiar words, phrases and patterns * recognise the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content * understand basic [Language] sentence structure and recognise some key elements of [Language] grammar * understand that there are different types of text with particular features * identify what may look or feel similar or different to their own language and culture when interacting in [Language].   **Task**  Students create an invitation for a party using formulaic expressions about the occasion, time and place.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * compose simple texts using modelled sentence structures and illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words   and punctuation   * recognise basic [Language] writing conventions / language-specific content * recognise parts of speech and understand basic rules of word order in simple sentences * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students plan a party. They create an invitation and provide information about guests, food and activities in [Language]. |

## Term 3

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-2C**  identifies key words and information in simple texts  **LXX1-4C**  composes texts in [Language] using rehearsed language  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-6U**  recognises basic [Language] writing conventions  **LXX1-7U**  recognises [Language] language patterns in statements, questions and commands  **LXX1-9U**  recognises similarities and differences in communication across cultures | What’s for dinner? **Topic** – Food  **Duration** – Weeks 1-10  Students:   * participate in classroom routines and activities * locate specific items of information in texts, such as charts, songs, rhymes or lists * label objects and caption visual texts * recognise the sounds and rhythms of spoken [Language] * recognise basic [Language] writing conventions / language-specific content * recognise that [Language] and English borrow words and expressions from each other and other   languages   * understand that language and culture are closely connected * identify what may look or feel similar or different to their own language and culture when   interacting in [Language].  **Task**  Students create a print or digital text in [Language] with pictures and captions to name foods they like.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission * locate and organise key points of information from simple spoken, written, digital and visual texts * create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words   and punctuation   * recognise basic [Language] writing conventions / language-specific content * reflect on the role of [Language] language and culture in their own lives.   **Task**  Students create a bilingual food dictionary with English and [Language] words. |

## Term 4

|  |  |
| --- | --- |
| Outcomes | Learning overview |
| A student:  **LXX1-1C**  participates in classroom interactions and play-based learning activities in [Language]  **LXX1-2C**  identifies key words and information in simple texts  **LXX1-3C**  responds to texts using a range of supports  **LXX1-5U**  recognises and reproduces the sounds of [Language]  **LXX1-8U**  recognises features of familiar texts | It’s story time! **Topic** – Storytelling  **Duration** – Weeks 1-10  Students:   * participate in classroom routines and activities * locate specific items of information in texts, such as charts, songs, rhymes or lists * respond to texts using key words or phrases in English or [Language], or gestures, drawings and other supports * recognise the sounds and rhythms of spoken [Language] * understand that there are different types of text with particular features.   **Task**  Students re-enact a multimodal story in class using puppets, props or actions.  **Students with prior learning and/or experience:**   * participate in classroom routines and guided activities by responding to questions, following   instructions and asking for permission   * locate and organise key points of information from simple spoken, written, digital and visual texts * respond to texts using English, or modelled sentence structures in [Language], or illustrations to support meaning * apply [Language] pronunciation and intonation patterns, including pronunciation of loan words and punctuation   **Task**  Students re-enact a multimodal story in class using puppets, props or actions, and [Language]. |

[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.