[Language] Stage 2 – 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: LXX2-6U.

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 2 (Year A) – Sample scope and sequence

### Term 1

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | Where are you from? **Topic** – Introductions  **Duration** – Weeks 1-10  Students:   * interact with teacher and peers in guided exchanges * compose simple texts using familiar words, formulaic expressions and modelled language * demonstrate understanding of basic [Language] writing conventions / language-specific content * understand and identify elements of basic grammar and sentence structure * understand that [Language] changes according to the context of use and reflects different   relationships.  **Task**  Students use ICT to create a personal profile to exchange with a potential [Language] speaking friend. They describe themselves and include information about nationality, languages spoken, family and interests.  **Students with prior learning and/or experience:**   * interact with teacher and peers to share information, experiences and feelings * compose texts using formulaic expressions, modelled language and visual supports * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.   **Task**  Students write an email to a potential [Language] speaking friend. They include information about nationality, languages spoken, family, friends and interests. |

### Term 2

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language]  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | What day is it? **Topic** – Months and days of the week  **Duration** – Weeks 1-10  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * obtain specific information from texts * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships * demonstrate understanding of basic [Language] writing conventions / language-specific content * recognise that [Language] and English borrow words and expressions from each other and other   languages   * understand that ways of communicating and behaving reflect aspects of personal identity.   **Task**  Students collaborate with peers to create an illustrated yearly calendar for a classroom display. They exchange information about birthdays and enter each birthday on the calendar.  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple   transactions   * locate and organise information from spoken, written, digital and visual texts * compose texts using formulaic expressions, modelled language and visual supports * understand the intonation and phrasing patterns of spoken [Language] * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.   **Task**  Students gather information and compare the seasonal characteristics for each month in [Country] with those of Australia. They share their findings with the class using modelled language and visual supports in [Language]. |

### Term 3

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language]  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-8U**  demonstrates an awareness of how familiar texts are structured  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | What’s your day like? **Topic** – Daily routine  **Duration** – Weeks 1-10  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * obtain specific information from texts * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships * understand and identify elements of basic grammar and sentence structure * identify particular language features and textual conventions in familiar texts * make connections between cultural practices and language use, such as culture-specific terms and expressions in [Language] or English * understand that ways of communicating and behaving reflect aspects of personal identity.   **Task**  Students create a video in which they interview their peers about their daily routine at school and home, using modelled language.  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple   transactions   * locate and organise information from spoken, written, digital and visual texts * compose texts using formulaic expressions, modelled language and visual supports * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.   **Task**  Students contribute to a shared blog exchanging information with students from a buddy school, either in [Country] or a [Language] school in the community, about their daily routine at school and home, focusing on similarities and differences. |

### Term 4

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns | Let’s plan a treasure hunt! **Topic** – At school  **Duration** – Weeks 1-5  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * create bilingual texts for the classroom, such as descriptions and signs * demonstrate understanding of basic [Language] writing conventions / language-specific content * understand and identify elements of basic grammar and sentence structure.   **Task**  Students create simple bilingual signs to name locations within the school for a treasure hunt.  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple transactions * create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the   classroom and school community   * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects.   **Task**  Students work collaboratively to create simple clues for a treasure hunt, written in [Language] and English. |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-3C**  responds to texts in a variety of ways  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language]  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | Look what we’ve made! **Topic** – Giving and following instructions  **Duration** – Weeks 6-10  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * obtain specific information from texts * respond to texts using graphic, visual and digital supports, or in English or [Language], using   simple statements   * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships * understand and identify elements of basic grammar and sentence structure * understand that ways of communicating and behaving reflect aspects of personal identity.   **Task**  Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class using formulaic expressions and modelled language.  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple transactions * locate and organise information from spoken, written, digital and visual texts * respond in English or [Language] to texts, using spoken, written and digital modes, and models * compose texts using formulaic expressions, modelled language and visual supports * understand the intonation and phrasing patterns of spoken [Language] * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts,   identifying differences in language use and behaviours.  **Task**  Students engage with an instructional video and work in groups to make a cultural craft item. They present their craft item to the class and explain its cultural significance. |

### [Language] Stage 2 (Year B) – Sample scope and sequence

### Term 1

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language]  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-8U**  demonstrates an awareness of how familiar texts are structured  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | Friends for ever! **Topic** – Friendship  **Duration** – Weeks 1-10  Students:   * obtain specific information from texts * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships * demonstrate understanding of basic [Language] writing conventions / language-specific content * understand and identify elements of basic grammar and sentence structure * identify particular language features and textual conventions in familiar texts * make connections between cultural practices and language use, such as culture-specific terms   and expressions in [Language] or English.  **Task**  Students create a simple digital story about friendship, using modelled language and images.  **Students with prior learning and/or experience:**   * locate and organise information from spoken, written, digital and visual texts * compose texts using formulaic expressions, modelled language and visual supports * understand the intonation and phrasing patterns of spoken [Language] * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts,   identifying differences in language use and behaviours.  **Task**  Students collaborate with peers and using modelled language and images, they create a digital story about friendship to share with younger learners of [Language]. |

### Term 2

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-3C**  responds to texts in a variety of ways  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language]  **LXX2-6U**  demonstrates understanding of basic [Language] writing conventions  **LXX2-7U**  demonstrates understanding of elements of [Language] grammar in familiar language patterns  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | Where do you like to hang out? **Topic** – Leisure activities  **Duration** – Weeks 1-10  Students:   * obtain specific information from texts * respond to texts using graphic, visual and digital supports, in English or [Language], using simple statements * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships * demonstrate understanding of basic [Language] writing conventions / language-specific content * understand and identify elements of basic grammar and sentence structure * understand that ways of communicating and behaving reflect aspects of personal identity.   **Task**  Students use modelled questions to interview their peers about their favourite pastimes. They collect data, record results in the form of a visual display and present their findings to the class.  **Students with prior learning and/or experience:**   * locate and organise information from spoken, written, digital and visual texts * respond in English or [Language] to texts, using spoken, written and digital modes, and models * compose texts using formulaic expressions, modelled language and visual supports * understand the intonation and phrasing patterns of spoken [Language] * demonstrate understanding of basic [Language] writing conventions / language-specific content * develop knowledge of grammatical elements to describe actions, people and objects * reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.   **Task**  Students create questions to interview their peers and [Language] students from a buddy school about favourite pastimes. They analyse results, record comparisons in the form of a visual display and present their findings to the class. |

### Term 3

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-3C**  responds to texts in a variety of ways  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-5U**  recognises pronunciation and intonation patterns of [Language] | How is the weather? **Topic** – Weather  **Duration** – Weeks 1-10  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * obtain specific information from texts * respond to texts using graphic, visual and digital supports, or in English or [Language], using   simple statements   * compose simple texts using familiar words, formulaic expressions and modelled language * reproduce pronunciation and intonation and recognise sound–writing relationships   **Task**  Students compose a weather forecast for NSW. They create a poster and present the forecast to the class.  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple transactions * locate and organise information from spoken, written, digital and visual texts * respond in English or [Language] to texts, using spoken, written and digital modes, and models * compose texts using formulaic expressions, modelled language and visual supports * understand the intonation and phrasing patterns of spoken [Language]   **Task**  Students collaborate to compose a weather forecast for NSW and a selected place in [Country]. They create posters and present the forecasts, noting similarities and differences. |

### Term 4

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| Outcomes | Learning overview |
| A student:  **LXX2-1C**  interacts with others to share information and participate in classroom activities in [Language]  **LXX2-2C**  locates and classifies information in texts  **LXX2-3C**  responds to texts in a variety of ways  **LXX2-4C**  composes texts in [Language] using modelled language  **LXX2-9U**  recognises how terms and expressions reflect aspects of culture | Having fun with pots and pans! **Topic** – Cooking  **Duration** – Weeks 1-10  Students:   * participate in activities with teacher support that involve following instructions and interacting with peers * obtain specific information from texts * respond to texts using graphic, visual and digital supports, or in English or [Language], using   simple statements   * understand that ways of communicating and behaving reflect aspects of personal identity.   **Task**  Students work in small groups to make a simple cultural dish, following simple procedures in [Language].  **Students with prior learning and/or experience:**   * participate in classroom activities and collaborative tasks that involve planning or simple transactions * locate and organise information from spoken, written, digital and visual texts * respond in English or [Language] to texts, using spoken, written and digital modes, and models * compose texts using formulaic expressions, modelled language and visual supports * reflect on their experiences when interacting in [Language] and English-speaking contexts, identifying differences in language use and behaviours.   **Task**  Students work in small groups to create their own recipe using [Language] ingredients. |

[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.