[Language] Stage 3 – 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: LXX3-6U.

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 3 (Year A) – Sample scope and sequence

### Term 1

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-8U**recognises how texts and language use vary according to context and purpose**LXX3-9U**makes connections between cultural practices and language use | This is my family!**Topic** – Family**Duration** – Weeks 1-10Students:* participate in a group activity or shared event
* obtain and organise specific information from texts
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds

words and meaning* identify how the features of text organisation vary according to purpose and audience
* understand that [Language] changes according to the context of use and reflects different relationships
* understand that language use is shaped by the values and beliefs of a community.

**Task**Using a photograph of a family gathering, students work collaboratively to re-enact a scenario in which they interact with family members of different ages.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* compose informative and imaginative texts for a variety of purposes and audiences
* apply the [Language] sound system, including variations in tone, stress and phrasing
* reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa.

**Task**Students develop interview questions to ask a [Language]-speaking guest about his/her family origins and history. |

### Term 2

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-3C**responds to texts using different formats**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-6U**applies basic [Language] writing conventions**LXX3-7U**demonstrates understanding of [Language] grammatical structures**LXX3-8U**recognises how texts and language use vary according to context and purpose**LXX3-9U**makes connections between cultural practices and language use | Pets are family!**Topic** – Pets**Duration** – Weeks 1-10Students:* initiate interactions and exchange information with teacher and peers
* obtain and organise specific information from texts
* respond in English or [Language] to texts, using a range of formats
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* apply basic [Language] writing conventions
* recognise the systematic nature of [Language] grammar rules
* identify how the features of text organisation vary according to purpose and audience
* describe aspects of own identity and reflect on differences between [Language] and own

language and culture, considering how this affects intercultural communication.**Task**Students design a poster to promote a real or imaginary pet for a ‘Pet of the Year’ competition.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* respond in English or [Language] to ideas and information, using a range of formats for different

audiences* compose informative and imaginative texts for a variety of purposes and audiences
* apply basic [Language] writing conventions
* understand and use basic structures and features of [Language] grammar to elaborate on

meaning* reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments

made when moving from English to [Language] and vice versa.**Task**Students create a multimodal text to promote responsible behaviour associated with keeping a pet. |

### Term 3

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| Outcomes | Learning overview |
| A student:**LXX3-1C****uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities****LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-3C**responds to texts using different formats**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-7U**demonstrates understanding of [Language] grammatical structures | Holidays are coming!**Topic** – Travelling**Duration** – Weeks 1-10Students:* initiate interactions and exchange information with teacher and peers
* obtain and organise specific information from texts
* respond in English or [Language] to texts, using a range of formats
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
* recognise the systematic nature of [Language] grammar rules.

**Task**Students give a short presentation about a place in [Country] they would like to visit with their family, using a combination of language and images.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* respond in English or [Language] to ideas and information, using a range of formats for different

audiences* compose informative and imaginative texts for a variety of purposes and audiences
* apply the [Language] sound system, including variations in tone, stress and phrasing
* understand and use basic structures and features of [Language] grammar to elaborate on meaning.

**Task**Students create an itinerary and give a presentation about a trip to [Country], incorporating language and images.  |

### Term 4

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| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation | What’s the time in [Country]?**Topic** – Time**Duration** – Weeks 1-10Students:* participate in a group activity or shared event
* obtain and organise specific information from texts
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds

words and meaning.**Task**Students create a set of cards with times represented in analogue and digital form and in [Language] words for a matching or memory game, as a classroom resource.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* compose informative and imaginative texts for a variety of purposes and audiences.

**Task**Students work in pairs to create an itinerary for a trip to [Country]. Students create the script of a possible conversation with a travel agent in [Country] to discuss best times to visit and time it takes to travel from place to place. Students then role play the conversation in class. |

### [Language] Stage 3 (Year B) – Sample scope and sequence

### Term 1

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| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-3C**responds to texts using different formats**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-6U**applies basic [Language] writing conventions**LXX3-7U**demonstrates understanding of [Language] grammatical structures**LXX3-8U**recognises how texts and language use vary according to context and purpose | Welcome to our school!**Topic** – School life**Duration** – Weeks 1-10Students:* participate in a group activity or shared event
* obtain and organise specific information from texts
* respond in English or [Language] to texts, using a range of formats
* create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
* apply basic [Language] writing conventions
* recognise the systematic nature of [Language] grammar rules
* recognise that the [Language] language is both influenced and in turn influences other languages

and cultures* identify how the features of text organisation vary according to purpose and audience.

**Task**Using modelled language, students create a video about their school in [Language] with English subtitles for families who are searching for a NSW school. They comment on aspects such as location, facilities, subjects and teachers as well as favourite school events.**Students with prior learning and/or experience:*** collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions
* locate and classify information from a range of spoken, written, digital and visual texts
* respond in English or [Language] to ideas and information, using a range of formats for different

audiences* create bilingual texts and resources for their own language learning and the school community
* apply basic [Language] writing conventions
* apply the [Language] sound system, including variations in tone, stress and phrasing
* understand and use basic structures and features of [Language] grammar to elaborate on

meaning.**Task**Students collaborate with peers to write a script in [Language] to create a video about their school with English subtitles, for families who are searching for a NSW school. They comment on aspects such as location, facilities, subjects and teachers as well as favourite school events. |

### Term 2

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| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-3C**responds to texts using different formats**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-6C**applies basic [Language] writing conventions**LXX3-7C**demonstrates understanding of [Language] grammatical structures**LXX3-8U**recognises how texts and language use vary according to context and purpose | Caring for the environment!**Topic** – Sustainability **Duration** – Weeks 1-10Students:* initiate interactions and exchange information with teacher and peers
* obtain and organise specific information from texts
* respond in English or [Language] to texts, using a range of formats
* create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning
* apply basic [Language] writing conventions
* recognise the systematic nature of [Language] grammar rules
* identify how the features of text organisation vary according to purpose and audience.

**Task**Students create a bilingual poster to promote an environmental initiative at school such as recycling, saving water or creating a vegetable garden. Students label images, graphs and other visual representations on the poster and display it around the school.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* respond in English or [Language] to ideas and information, using a range of formats for different audiences
* compose informative and imaginative texts for a variety of purposes and audiences
* apply the [Language] sound system, including variations in tone, stress and phrasing
* apply basic [Language] writing conventions
* understand and use basic structures and features of [Language] grammar to elaborate on

meaning.**Task**Students engage in a classroom discussion on the benefits and disadvantages of using active transport to get to and from school. They prepare a list of arguments for and against to provide different points of view. They present their views to the class using language and images. |

### Term 3

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-2C**obtains and processes information in texts, using contextual and other clues**LXX3-3C**responds to texts using different formats**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-6U**applies basic [Language] writing conventions**LXX3-7U**demonstrates understanding of [Language] grammatical structures**LXX3-9U**makes connections between cultural practices and language use | A great example to follow!**Topic** – Role models**Duration** – Weeks 1-10Students:* initiate interactions and exchange information with teacher and peers
* obtain and organise specific information from texts
* respond in English or [Language] to texts, using a range of formats
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds,

words and meaning* apply basic [Language] writing conventions
* recognise the systematic nature of [Language] grammar rules
* describe aspects of own identity and reflect on differences between [Language] and own

language and culture, considering how this affects intercultural communication.**Task**Students compose a simple profile of a person they admire. They present the information to the class using language and images.**Students with prior learning and/or experience:*** initiate interactions with adults and peers to exchange information, ideas and opinions
* locate and classify information from a range of spoken, written, digital and visual texts
* respond in English or [Language] to ideas and information, using a range of formats for different audiences
* compose informative and imaginative texts for a variety of purposes and audiences
* apply the [Language] sound system, including variations in tone, stress and phrasing
* apply basic [Language] writing conventions
* understand and use basic structures and features of [Language] grammar to elaborate on meaning
* reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments

made when moving from English to [Language] and vice versa.**Task**Students compose the profile of a person they admire and present the information to the class using language and images. |

### Term 4

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| --- | --- |
| Outcomes | Learning overview |
| A student:**LXX3-1C**uses [Language] to interact with others to exchange information and opinions, and to participate in classroom activities**LXX3-4C**composes texts in [Language] using a series of sentences**LXX3-5U**applies key features of [Language] pronunciation and intonation**LXX3-6C**applies basic [Language] writing conventions**LXX3-7U**demonstrates understanding of [Language] grammatical structures**LXX3-9U**makes connections between cultural practices and language use | Our yearbook!**Topic** –Memories of school**Duration** – Weeks 1-10Students:* participate in a group activity or shared event
* compose informative and imaginative texts, using scaffolded models, for different purposes and audiences
* reproduce pronunciation, intonation and stress, recognising the relationship between sounds,

words and meaning* apply basic [Language] writing conventions
* recognise the systematic nature of [Language] grammar rules
* understand that [Language] changes according to the context of use and reflects different

relationships* describe aspects of own identity and reflect on differences between [Language] and own language and culture, considering how this affects intercultural communication.

**Task**Students collaborate to create a print or digital yearbook. They compose simple texts using modelled language and photographs or images to describe some of their favourite memories of primary school. They present the yearbook to their teacher.**Students with prior learning and/or experience:*** collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions
* compose informative and imaginative texts for a variety of purposes and audiences
* apply the [Language] sound system, including variations in tone, stress and phrasing
* apply basic [Language] writing conventions
* understand and use basic structures and features of [Language] grammar to elaborate on meaning
* reflect on their experiences in [Language] and English-speaking contexts, discussing adjustments made when moving from English to [Language] and vice versa.

**Task**Students collaborate with their classmates to create a print or digital yearbook. They use language and photographs or images to detail a favourite memory of primary school. Students present the yearbook to their teacher.  |

[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.