Level description: Years 3 and 4

In Years 3 and 4, Korean language learning builds on each student's prior learning and experiences with language . Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening , speaking , viewing and some writing . They use Korean to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Korean-speaking communities. They continue to receive extensive support through modelling, scaffolding , repetition and the use of targeted resources.
Students develop active listening skills and use gestures , words and modelled expressions, imitating Korean language sounds, pronunciation and intonation . They use their literacy capabilities in English to recognise differences between writing using Roman and Korean alphabets. They read and write hangeul with support; they locate information, respond to, and create informative and imaginative texts . They access authentic and purpose-developed Korean language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.

Achievement standard: Years 3 and 4

By the end of Year 4, students use Korean language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts in hangeul, with support.
Students imitate hangeul sounds, pronunciation and intonation patterns of spoken Korean. They demonstrate understanding that Korean has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Korean and make comparisons between Korean and English. They understand that the Korean language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).