

## **Level description: Years 3 and 4**

In Years 3 and 4, Chinese 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 Chinese 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 Chinese-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 Chinese language pronunciation . They use their literacy capabilities in English to recognise differences between writing in alphabetic and character-based languages . With support, students begin to use Pinyin and tone marks to read and write ; they locate information, respond to, and create informative and imaginative texts . They access authentic and purpose-developed Chinese 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 Chinese language to initiate structured interactions to share information related to the classroom and their personal world. 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. They use familiar characters appropriate to context and make connections with the spelling and tone marks of Pinyin.

Students imitate sounds, tones, pronunciation, and intonation patterns of Chinese language. They demonstrate understanding that Chinese 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 Chinese and make comparisons between Chinese and English. They understand that the Chinese language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).