

## **Level description: Years 1 and 2**

In Years 1 and 2, 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 structured activities involving listening , speaking and viewing. They interact in Chinese to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations. They continue to receive extensive support through modelling, scaffolding , repetition and reinforcement.

Students recognise key words and phrases , imitate language gestures and pronunciation , and use modelled language to communicate with others. They transition from spoken to written language using common characters , and understand that Pinyin uses the Roman alphabet to represent the sounds of characters . They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes , picture and story books, animated cartoons, films and performances . They notice that languages contain words which have been borrowed from another language , and that there are similarities and differences between Chinese language and culture (s) and their own.

## **Achievement standard: Years 1 and 2**

By the end of Year 2, students use Chinese language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text. They copy some familiar characters and Pinyin.

Students imitate the sounds, tones and rhythms of Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing, and that characters are a form of writing and Pinyin reflects the sounds of spoken Chinese. They give examples of similarities and differences between some features of Chinese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).