Level description: Years 5 and 6

In Years 5 and 6, Turkish language learning builds on each student's prior learning and experiences with language . Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening , speaking , reading , viewing, and writing . They interact in Turkish to exchange information and ideas relating to their interests, school and local environment, and engage with Turkish-speaking communities in person or via digital access. Background-language learners and second-language learners may work independently and/or in groups to collaborate and share learning, with support. Students use print and digital resources to extend their learning. Students engage with a range of spoken, written and multimodal texts that may include authentic stories, posters, notes, invitations and procedures. Background-language learners may share authentic resources from their local community with their peers. Students recognise how diacritic marks affect pronunciation and meaning. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values .

Achievement standard: Years 5 and 6

By the end of Year 6, students initiate and use strategies to maintain interactions in Turkish language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Turkish or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas and use conventions appropriate to text type.
Students apply rules for pronunciation and intonation in spoken Turkish. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in Turkish. They compare language structures and features in Turkish and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.