

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 teachers and peers through purposeful and structured activities involving listening , speaking , viewing and early writing skills. They interact in Chinese language to share information about themselves and their immediate environments, using play-based and action-related learning. They may also interact in Chinese in their local community. In informal settings, students use local and digital resources to explore Chinese-speaking communities in Australia, China and diverse locations around the world. They continue to receive extensive support through modelling, scaffolding , repetition and reinforcement. Students recognise tones , key characters , words and phrases , imitate gestures and pronunciation , and use modelled language to communicate with others. They bring prior knowledge of oral language and gestures to the classroom. They transition from spoken to written language and recognise the use of the Roman alphabet in Pinyin and some Chinese 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, traditional and contemporary 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 languages and cultures .

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 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 texts. They recognise and use familiar characters and Pinyin to make words and sentences. Students recognise and use the sounds, tones and rhythms of spoken Chinese. They demonstrate understanding that Chinese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between 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).