

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 teachers and peers, through purposeful and creative play in structured activities involving listening, speaking, reading, viewing and some writing. They use Chinese to interact with teachers and peers, and plan activities in familiar settings that reflect their interests and capabilities. They may also bring their experience of interacting in Chinese in their local community to the classroom. In informal settings, they use local and digital resources to explore Chinese-speaking communities in China, Australia and diverse locations across the world. They may continue to need 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 sounds, pronunciation and intonation. They may bring knowledge of words and expressions from their local community to the classroom. They use their literacy capabilities in Chinese and/or English to recognise some similarities and differences between spoken and written Chinese and English. They locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Chinese-language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other, and 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 interactions to share information and ideas 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 familiar characters, Pinyin and modelled language to create texts. Students recognise and use sounds, tones, rhythms, syllables and intonation patterns of spoken Chinese.

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).