

Level description: Years 7 and 8

In Years 7 and 8, students are beginning their learning of Spanish language , and this will be influenced by prior learning and experiences of language learning. Students use Spanish language to describe their personal worlds and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking , reading and viewing, and writing activities are supported by modelling, scaffolding and feedback. Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Spanish and English language pronunciation , structures and features. They recognise that language choices reflect cultural identity, beliefs and values .

Achievement standard: Years 7 and 8

By the end of Year 8, students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts.

Students approximate pronunciation and intonation in spoken Spanish. They demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.