

(no-code)

recognise and respond to classroom-related greetings, instructions and routines, and personal introductions

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Elaborations

- greeting each other and using appropriate terms of , and , for example, Em chào cô, Chào b■n. T■m bi■t cô. T■m bi■t b■n.
- introducing and describing themselves, including age, class and school, for example, labelling a picture of themselves with their Vietnamese name, age and animal sign, using simple and statements such as Em tên (là) Nguy■n Hoàng Nam. Em b■y tu■i. Em h■c l■p hai. Em tu■i con mèo.
- responding to simple on topics such as home, school or pets, using supporting and , for example, Em có anh trai không? Nhà em có nuôi chó không?
- making simple requests using Làm ■n, giúp and expressing thanks with C■m ■n/Cám ■n
- responding to classroom instructions and routines such as roll call, for example, D■, có, ■■ng lên! M■ sách ra.
- expressing thanks, apologies, likes, dislikes, for example, C■m ■n b■n, Xin l■i b■n, Mình thích màu vàng, Mình không thích màu ■en.
- using puppets to perform role-play , for example, B■n Lan ■âu r■i? Tôi ■ây nè. B■n có kh■e không h■ Lan? Tôi kh■e. C■m ■n. Mình ■i ch■i nhé/nhen.
- using Vietnamese exclamations spontaneously when with peers, for example, Th■t v■y à? ■■p quá!
- identifying the they know and the they are learning, for example, Tôi nói ti■ng Vi■t và ti■ng Anh.

Students learn to:

**recognise and respond to modelled classroom-related greetings, instructions and r
personal introductions**

(AC9LV2C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

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Engaging with cultural and linguistic diversity

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Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Work Samples

WS04 - Trò chuyện trong lớp học (Classroom talk)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV2C01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

greeting each other and using appropriate terms of address, gestures and body language, for example, Em chào cô, Chào bạn. Tôi mến cô. Tôi mến bạn.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

introducing and describing themselves, including age, class and school, for example, labelling a picture of themselves with their Vietnamese name, age and animal sign, using simple words and modelled statements such as Em tên (là) Nguyễn Hoàng Nam. Em bảy tuổi. Em học lớp hai. Em nuôi con mèo.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

responding to simple questions on topics such as home, school or pets, using supporting intonation and gestures, for example, Em có anh trai không? Nhà em có nuôi chó không?

Continuum extract

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Personal and Social capability: Social management: Communication

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

making simple requests using Làm ơn, giúp and expressing thanks with Cảm ơn/Cám ơn

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

responding to classroom instructions and routines such as roll call, for example, Dì, có, Đang lên! Mì sách ra.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

expressing thanks, apologies, likes, dislikes, for example, C■m ■n b■n, Xin l■i b■n, Mình thích màu vàng, Mình không thích màu ■en.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

using puppets to perform role-play exchanges, for example, B■n Lan ■âu r■i? Tôi ■ây nè. B■n có kh■e không h■ Lan? Tôi kh■e. C■m ■n. Mình ■i ch■i nhé/nhen.

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

using formulaic Vietnamese exclamations spontaneously when interacting with peers, for example, Th■t v■y à? ■■p quá!

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C01

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2C01

identifying the languages they know and the languages they are learning, for example, Tôi nói ti■ng Vi■t và ti■ng Anh.

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- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. It is optional and includes

illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Vietnamese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS04 - Trò chuyện trong lớp học (Classroom talk)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

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

AC9LV2C01

recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions

AC9LV2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LV2C04

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2C02

participate in a range of guided, play-based using expressions, visual and spoken

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Elaborations

- responding to games through actions or , for example, Trò chơi tôi nói, Bật mắt bịt dẻ, Con Thỏ Nấu cơm, Nu na nu nống, Tôi là ai?
- participating in singing/reciting original or translated songs, and chants in Vietnamese, using repetitive and actions, for example, Kia con bướm vàng, Tôi nhìn rêu, Rêu cằn thán tám
- participating in games that involve taking turns, making choices or swapping items, for example, Tập tằm vòng, Kéo cưa kéo kít, Kéo co
- playing matching games with Vietnamese and English from big books and picture books in print or digital form, for example, playing memory or bingo
- taking turns leading games or , for example, Mày giết rêu ông sói?
- giving instructions, for example, adopting the role of a fitness instructor and guiding the class in movement Giật tay lên! Giang tay ra! Nhảy lên! Xoay vòng! or in ball play ném, thảy, bắt, chụp
- using dress up costumes such as ăn mặc chơi trang to participate in play-based experiences, for example, chơi sắm hàng
- working collaboratively to identify and label Vietnamese objects or places on a wall or map

Students learn to:

participate in a range of guided, play-based language activities using formulaic expressions and spoken cues

(AC9LV2C02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Inquiring

- Identify, process and evaluate information

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Resources

Work Samples

WS04 - Trò chuyện trong lớp học (Classroom talk)

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9LV2C02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

responding to listening games through actions or words, for example, Trò chơi tôi nói, Bạn mới biết gì về, Con Thỏ nào, Nu na nu nống, Tôi là ai?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

responding to listening games through actions or words, for example, Trò chơi tôi nói, Bật măt băt dê, Con Thỏ n c, Nu na nu nng, Tôi là ai?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
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- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

participating in singing/reciting original or translated songs, rhymes and chants in Vietnamese, using repetitive language and actions, for example, Kia con b m vàng, T t n r i, R c n thngTm

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

participating in games that involve taking turns, making choices or swapping items, for example, T p t m vng, Kéo c a kéo kít, Kéo co

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

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- engage with others and participate in group play, tasks and activities
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

taking turns leading games or activities, for example, Mờy giờ rời ông sói?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C02

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Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C02

giving instructions, for example, adopting the role of a fitness instructor and guiding the class in movement Gi■ tay lên! Giang tay ra! Nh■y lên! Xoay vòng! or in ball play ném, th■y, b■t, ch■p

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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Personal and Social capability: Social management: Communication

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

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AC9LV2C02

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AC9LV2C03

locate, with support, key information in familiar , and respond using , images, and

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Elaborations

- to, or viewing familiar Vietnamese and identifying key , for example, in stories such as M hai con giáp , in such as Th B m and in cartoons such as Th con vâng l i m
- drawing and labelling a or scene from , songs or stories such as Th và rùa, Cô bé quàng khăn
- identifying and using expressions to recreate a story or information, using prompts such as objects, pictures or cut-outs
- recognising that and are integral to communicating in for First Nations Australians, and showing examples of how they are also integral to communicating in Vietnamese and the (s) they may speak at home
- identifying a favourite , using when necessary, for example, Con thích con b m vàng vì con thích màu vàng, Con thích con rùa vì nó ch m ch . Con không thích con chó sói vì nó d quá.
- participating in shared (big books, etc.) of informative or imaginative and responding to , for example, Câu chuy n này x y ra à âu/nói v i i u gì? Trong truy n này g m có nh ng ai/các con v t nào? Chuy n gì x y ra? K t thúc ra sao?
- making connections between a simplified Vietnamese and self, for example, responding to the story Th và Rùa by saying, Tôi là con rùa. Tôi ch m ch p nh ng tôi v i ích tr c.
- to imaginative such as stories, and songs, and responding through play-acting or movement, for example, Th B m, S tích Chú Cu i, Ba con heo nh
- drawing, pointing, clicking or dragging to show understanding of key points in a range of spoken, written and
- to or viewing a and sequencing images to match, for example, to a story about the first day of Year 1 and placing pictures in the corresponding order of events

Students learn to:

locate, with support, key information in familiar texts, and respond using gestures, and formulaic phrases

(AC9LV2C03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Social management

- Communication

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Resources

Work Samples

WS01 - Toán bằng tiếng Việt (Maths in Vietnamese)

WS02 - Chú sâu róm quá đói (The Very Hungry Caterpillar)

WS03 - Tết Trung Thu (Mid-Autumn Festival)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words

- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9LV2C03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

listening to, reading or viewing familiar Vietnamese texts and identifying key words, for example, in stories such as M■i hai con giáp , in rhymes such as Th■ng B■m and in cartoons such as Th■ con vâng ■i m■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

drawing and labelling a character or scene from rhymes, songs or stories such as *Thỏ và rùa*, *Cô bé quàng khăn đỏ*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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- prioritise the information that is most relevant to the topic of study
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

identifying a favourite character, using modelled language when necessary, for example, *Con thích con bươm bướm vàng vì con thích màu vàng, Con thích con rùa vì nó chậm chạp. Con không thích con chó sói vì nó dữ tợn quá.*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

participating in shared reading (big books, etc.) of informative or imaginative texts and responding to questions, for example, Câu chuyện này xảy ra ở đâu/nói về điều gì? Trong truyện này có những ai/các con vật nào? Chuyện gì xảy ra? Kết thúc ra sao?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C03

participating in shared reading (big books, etc.) of informative or imaginative texts and responding to questions, for example, Câu chuyện này xảy ra ở đâu/nói về điều gì? Trong truyện này có những ai/các con vật nào? Chuyện gì xảy ra? Kết thúc ra sao?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

making connections between a simplified Vietnamese text and self, for example, responding to the story Thỏ và Rùa by saying, Tôi là con rùa. Tôi cảm thấy như tôi vẫn ích kỷ.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, *Thằng Bờm*, *Số tích Chú Cuội*, *Bà con heo nhái*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C03

listening to imaginative texts such as stories, rhymes and songs, and responding through play-acting or movement, for example, *Thằng Bờm*, *Số tích Chú Cuội*, *Bà con heo nhái*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
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- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9LV2C03

Continuum extract

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- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

- condense and combine selected information related to the topic of study

Resource – WS01 - Toán biling tiếng Việt (Maths in Vietnamese)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

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

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

Resource – WS02 - Chú sâu róm quá ỏi (The Very Hungry Caterpillar)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

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

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

AC9LV2U04

notice that people use language in ways that reflect cultural practices

Resource – WS03 - Tết Trung Thu (Mid-Autumn Festival)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words. Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

AC9LV2U04

notice that people use language in ways that reflect cultural practices

AC9LV2C04

notice that carries cultural meaning in classroom-related greetings, introductions, instructions and routines

-
-

Elaborations

- translating greetings and other learnt and from Vietnamese into English, for example, cảm ơn (thanks), tạm biệt (goodbye), chào (hello), xin lỗi (sorry)
- showing politeness in different, for example, making requests using giúp, làm ơn, thanking someone using cảm ơn nhé, cảm ơn
- noticing the appropriate title when addressing or greeting someone, for example, Chào cô (gia sư) Thi.
- understanding Vietnamese cultural, for example, standing up to greet a teacher or receiving an object with both hands
- sharing familiar Vietnamese and expressions with peers and their meaning, for example, Ngày mai gặp ai. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bao nhiêu tuổi. Không có chi/gì.
- differentiating between formal and informal in greetings and farewells, for example, Xin chào and Chào bạn
- creating resources such as illustrated Vietnamese-English and English-Vietnamese wall charts or online flashcards

Students learn to:

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

(AC9LV2C04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Navigating intercultural contexts

- Adapt in intercultural exchanges

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Navigating intercultural contexts

- Adapt in intercultural exchanges

Navigating intercultural contexts

- Adapt in intercultural exchanges

Analysing

- Interpret concepts and problems

Resources

Work Samples

WS04 - Trò chuyện trong lớp học (Classroom talk)

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9LV2C04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader

- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

translating greetings and other learnt words and phrases from Vietnamese into English, for example, cảm ơn (thanks), tạm biệt (goodbye), chào (hello), xin lỗi (sorry)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

showing politeness in different contexts, for example, making requests using giùm, làm ơn, thanking someone using cảm ơn nhiều, cảm ơn

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

noticing the appropriate title when addressing or greeting someone, for example, Chào cô (giao) Thi.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV2C04

sharing familiar Vietnamese phrases and expressions with peers and interpreting their meaning, for example, Ngày mai gặp bạn. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bạn bao nhiêu tuổi. Không có chi/gì.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

sharing familiar Vietnamese phrases and expressions with peers and interpreting their meaning, for example, Ngày mai gặp bạn. Em tên gì? Em tên (là) Nam. Em bao nhiêu tuổi? Em bạn bao nhiêu tuổi. Không có chi/gì.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

Content description

AC9LV2C04

differentiating between formal and informal language in greetings and farewells, for example, Xin chào and Chào bạn

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV2C04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

AC9LV2C05

with support, use letters with marks to form , familiar and to spoken, written and , copying letters

with marks as appropriate

-
-

Elaborations

- labelling classroom items and resources or personal possessions
- creating cards or drawing and labelling a self-portrait, for example, Đây là tôi. Mũi tôi màu đen. Tóc tôi ngắn/dài.
- captions, with support, for a photographic display to show others about a class event or experience, for example, Đây là vườn trộm. Em trồng rau thơm.
- matching captions/labels to images of First Nations locations in their local area or elsewhere in Australia
- creating posters for the classroom to share greetings in Vietnamese and English
- and performing , songs or stories, illustrating meaning through the use of non-verbal forms of expression such as clapping, and facial expressions
- performing parts of a story, using and imagination to express a , for example, Em nói bằng. Em sẽ nói ba trái nho.
- expressing an experience through a puppet play or dramatic , using , for example, 2 meeting and asking, Bạn khỏe không?
- creating a , using in a photo story or animation, by sequencing a series of pictures with captions or by creating a storyboard with labels, for example, Ngày xưa ngày xưa, trong một khu rừng/ngôi làng... có một gia đình/em bé...
- sharing a family story or giving a simple show and tell about an object from a country they are connected with, aspects of their knowledge of their own heritage, for example, a Vietnamese student sharing a quế cẩu lông/cẩu á, con quay/con vít

Students learn to:

with support, use letters with tone marks to form words, familiar phrases and mode

create spoken, written and multimodal texts, copying letters with tone marks as app

(AC9LV2C05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication

Social management

- Communication

Social management

- Communication

Analysing

- Interpret concepts and problems

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Analysing

- Interpret concepts and problems

Social management

- Communication

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Social management

- Communication

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Social management

- Communication

Resources

Work Samples

WS01 - Toán b■ng ti■ng Vi■t (Maths in Vietnamese)

WS02 - Chú sâu róm quá ■ói (The Very Hungry Caterpillar)

WS03 - T■t Trung Thu (Mid-Autumn Festival)

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9LV2C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)
- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a

timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Crafting ideas

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

Text forms and features

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

Vocabulary

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9LV2C05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard

- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations

- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

creating identity cards or drawing and labelling a self-portrait, for example, **■ây là tôi. M■t tôi màu ■en. Tóc tôi ng■n/dài.**

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

writing captions, with support, for a photographic display to show others about a class event or experience, for example, **■ây là v■n tr■ng. Em tr■ng rau th■m.**

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

performing parts of a story, using modelled language and imagination to express a character, for example, Em nói bống. Em sẽ ăn ba trái nho.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C05

performing parts of a story, using modelled language and imagination to express a character, for example, Em nói bống. Em sẽ ăn ba trái nho.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

expressing an experience through a puppet play or dramatic performance, using modelled language, for example, 2 characters meeting and asking, B■n kho■ không?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9LV2C05

expressing an experience through a puppet play or dramatic performance, using modelled language, for example, 2 characters meeting and asking, B■n kho■ không?

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

creating a narrative, using modelled language in a photo story or animation, by sequencing a series of pictures with captions or by creating a storyboard with labels, for example, Ngày x■a ngày x■a, trong m■t khu r■ng/ngôi làng... có m■t gia ■inh/em bé...

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on relationship between cultures and identities

Content description

AC9LV2C05

sharing a family story or giving a simple show and tell about an object from a country they are connected with, conveying aspects of their knowledge of their own heritage, for example, a Vietnamese student sharing a qu■ c■u lông/c■u ■á, con quay/con v■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2C05

sharing a family story or giving a simple show and tell about an object from a country they are connected with, conveying aspects of their knowledge of their own heritage, for example, a

Vietnamese student sharing a qu c u l ng/c u á, con quay/con v

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

AC9LV2U01

recognise and the sounds, and of Vietnamese

-
-

Elaborations

- building phonic awareness by recognising and experimenting with sounds and , focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, e and i , d and
- recognising sounds that are specific to Vietnamese, for example, â, ê, ô , u, , d,
- developing familiarity with similarities and differences in Vietnamese sound-letter correspondence, such as a, , â; e, ê; o, ô, ; u, ; as well as c and k , i and y , s and x , and ch and tr
- noticing that Vietnamese is a tonal that uses 5 , and that changes affect the meaning of , for example, ma, mà, ma, m, ma and ma
- developing , phrasing and skills by singing, reciting and repeating and
- understanding that Vietnamese only has single , but it has compound , for example, Nguyễn pronounced as one Nguyen not Ngu-yen
- to simple and identifying where changes the meaning of a , for example, on an interactive whiteboard, selecting where changes the meaning of in Tâm ca c nga y c n c con ca. B n con bán cái bàn.

Students learn to:

recognise and imitate the sounds, tones and rhythms of Vietnamese

(AC9LV2U01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Resources

Work Samples

WS01 - Toán bằg tiằg Viằt (Maths in Vietnamese)

WS02 - Chú sâu róm quá ằói (The Very Hungry Caterpillar)

WS04 - Trò chuyằn trong lằp hằc (Classroom talk)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LV2U01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")

- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, e and i, d and ■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U01

building phonic awareness by recognising and experimenting with sounds and rhythms, focusing on letters that are similar in the English alphabet but produce different sounds in Vietnamese, for example, e and i, d and ■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

recognising sounds that are specific to Vietnamese, for example, ■, â, ê, ô ■, u, ■, d, ■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

developing familiarity with similarities and differences in Vietnamese sound-letter correspondence, such as a, ■, â; e, ê; o, ô, ■; u, ■; as well as c and k, i and y, s and x, and ch and tr

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U01

developing familiarity with similarities and differences in Vietnamese sound-letter correspondence, such as a, ■, â; e, ê; o, ô, ■; u, ■; as well as c and k, i and y, s and x, and ch and tr

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

noticing that Vietnamese is a tonal language that uses 5 tone markers, and that pitch changes affect the meaning of words, for example, ma, mà, ma■, m■, ma■ and ma■

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate

- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

understanding that Vietnamese language only has single syllables, but it has compound words, for example, Nguyễn pronounced as one syllable Nguyen not Ngu-yen

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U01

understanding that Vietnamese language only has single syllables, but it has compound words, for example, Nguyễn pronounced as one syllable Nguyen not Ngu-yen

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U01

listening to simple texts and identifying where tone changes the meaning of a word, for example, on an interactive whiteboard, selecting where tone changes the meaning of words in *Tâm ca* **c** **ngà** **y** **■ ■ ■ ■** **c** **■** **n** **c** **■** **con** **ca** **■**. **B** **■** **n** **con** **bán** **cái** **bàn**.

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and

linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U01

listening to simple texts and identifying where tone changes the meaning of a word, for example, on an interactive whiteboard, selecting where tone changes the meaning of words in *Tâm ca c■ nga■y ■■■■c ■n c■ con ca■. B■n con bán cái bàn.*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Resource – Vietnamese language resource

Vietnamese

Language support resource

The Vietnamese Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Vietnamese. It is optional and includes illustrative examples of language and language use.

Introduction

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Vietnamese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

Resource – WS01 - Toán b■ng ti■ng Vi■t (Maths in Vietnamese)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give

examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

Resource – WS02 - Chú sâu róm quá ■óí (The Very Hungry Caterpillar)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

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

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

AC9LV2U04

notice that people use language in ways that reflect cultural practices

Resource – WS04 - Trò chuy■n trong l■p h■c (Classroom talk)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words.

Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding

that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LV2C01

recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions

AC9LV2C02

participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues

AC9LV2C04

notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

AC9LV2U01

recognise and imitate the sounds, tones and rhythms of Vietnamese

AC9LV2U02

recognise that the with marks, and features of , are used to construct meaning in Vietnamese

-
-

Elaborations

- noticing that Vietnamese and English use the same punctuation such as full stops, exclamation marks and marks
- recognising and using lower-case letters and upper-case letters
- identifying the 29 letters of the Vietnamese alphabet by their names and sounds as well as the 5
- matching the alphabet with the that begin with each letter, for example, b bà, c con cá, ■ con ■à ■i■u
- exploring Vietnamese spelling strategies such as grouping according to initial letters that represent particular sounds, for example, h in hoa h■ng, hát, h■c or m in m■, má, mèo
- using single and , and clusters with to form and spell , for example, ta, la, tha, nga
- noticing that there are multiple forms of personal in Vietnamese compared with English, for example, con, cháu, em, tôi, mình, anh, ch■ versus 'I' and 'you'
- using common such as to, nh■, c■, m■i, ng■n and dài to describe people, animals and objects in
- recognising common forms, for example, ■n, u■ng, ch■i, ng■, ■■c, nghe, vi■t, h■i, tr■ l■i, nói, thích
- recognising common relating to location, for example, trong, ngoài, trên, d■■i, ■ gi■a
- recognising vocabulary relating to time, such as days of the week th■ hai, th■ ba, th■ t■ , months of the year tháng giêng/tháng m■t, tháng hai, tháng t■, tháng ch■p/m■■i hai and 'o'clock time' m■t gi■, hai gi■
- using some in familiar , for example, ai, cái gì, ■ ■âu, bao nhiêu
- recognising order in simple , noticing that the is placed before the predicate, for example, Em + ■i ho■c

Students learn to:

recognise that the Roman alphabet with tone marks, and features of language, are u meaning in Vietnamese

(AC9LV2U02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Social management

- Communication

Resources

Work Samples

WS01 - Toán bằng tiếng Việt (Maths in Vietnamese)

WS02 - Chú sâu róm quá đói (The Very Hungry Caterpillar)

WS03 - Tết Trung Thu (Mid-Autumn Festival)

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9LV2U02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

Phonic knowledge

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

Word recognition

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

matching the alphabet with the words that begin with each letter, for example, b bà, c con cá, ■ con

■à ■i■u

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

exploring Vietnamese spelling strategies such as grouping words according to initial letters that represent particular sounds, for example, h in hoa h■ng, hát, h■c or m in m■, má, mèo

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

using single and consonant clusters, vowels and vowel clusters with tone markers to form and spell words, for example, ta, la, tha, nga

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U02

noticing that there are multiple forms of personal pronouns in Vietnamese compared with English, for example, con, cháu, em, tôi, mình, anh, chị versus 'I' and 'you'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

noticing that there are multiple forms of personal pronouns in Vietnamese compared with English, for example, con, cháu, em, tôi, mình, anh, chị versus 'I' and 'you'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

using common adjectives such as to, nhàn, còi, mui, ngon and dài to describe people, animals and objects in modelled sentences

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

recognising common verb forms, for example, ăn, uống, chơi, ngủ, học, nghe, viết, hát, trả lời, nói, thích

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

recognising common prepositions relating to location, for example, trong, ngoài, trên, dưới, gần

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

recognising vocabulary relating to time, such as days of the week *thứ hai, thứ ba, thứ tư*, months of the year *tháng giêng/tháng một, tháng hai, tháng ba, tháng chạp/mười hai* and 'o'clock time' *một giờ, hai giờ*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

using some question words in familiar contexts, for example, *ai, cái gì, đâu, bao nhiêu*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9LV2U02

recognising word order in simple sentences, noticing that the subject is placed before the predicate, for example, *Em + ai học*

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Resource – WS03 - Tết Trung Thu (Mid-Autumn Festival)

By the end of Year 2, students use Vietnamese 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 recognise tone marks and use familiar words and modelled language to create texts. They copy letters and tone marks to make words. Students imitate the sounds, tones and rhythms of spoken Vietnamese. They demonstrate understanding that Vietnamese has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Vietnamese and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s).

AC9LV2C03

locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases

AC9LV2C05

with support, use letters with tone marks to form words, familiar phrases and modelled language to

create spoken, written and multimodal texts, copying letters with tone marks as appropriate

AC9LV2U02

recognise that the Roman alphabet with tone marks, and features of language, are used to construct meaning in Vietnamese

AC9LV2U04

notice that people use language in ways that reflect cultural practices

AC9LV2U03

notice that Vietnamese has features that may be similar to or different from English

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Elaborations

- noticing that Vietnamese and English use the and that there may be variations in the of letters with or without marks
- comparing Vietnamese and English order, for example, noticing that in Vietnamese objects are described with + such as táo ■■ and that English is the opposite 'red apple'
- developing number knowledge and identifying the similarities and differences in cardinal and ordinal numbers in Vietnamese and English, for example, m■■i = 10 and m■t = 1 and the combined m■■i m■t = 11, whereas in the English counting system there is a different for 'eleven'
- exploring similar in Vietnamese and English, such as songs, street signs or labels on goods at a market, and noticing ways in which they are similar or different, for example, comparing rhyming or repeating quác quác quác, qu■c qu■c qu■c in the song M■t con v■t and 'quack, quack, quack' in English
- recognising that use borrowed from other , and that many English, French and Chinese are used in Vietnamese such as video, tivi , taxi, internet, and nhà ga (train station), xe buýt (bus) and ph■ huynh (parents)

Students learn to:

notice that Vietnamese has features that may be similar to or different from English

(AC9LV2U03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

- Communicate responsively

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Engaging with cultural and linguistic diversity

- Communicate responsively

Resources

Snapshot – Communicate responsively

**Intercultural Understanding: Engaging with cultural and linguistic diversity: Com
responsively**

Content description

AC9LV2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U03

comparing Vietnamese and English word order, for example, noticing that in Vietnamese objects are described with noun+adjective such as táo ■■■ and that English is the opposite 'red apple'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U03

developing number knowledge and identifying the similarities and differences in cardinal and ordinal numbers in Vietnamese and English, for example, m■■■i = 10 and m■t = 1 and the combined words m■■■i m■t = 11, whereas in the English counting system there is a different word for 'eleven'

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U03

exploring similar text types in Vietnamese and English, such as songs, street signs or labels on

goods at a market, and noticing ways in which they are similar or different, for example, comparing rhyming or repeating words quác quác quác, qu■c qu■c qu■c in the song M■t con v■t and ‘quack, quack, quack’ in English

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U03

recognising that languages use words borrowed from other languages, and that many English, French and Chinese words are used in Vietnamese such as video, tivi , taxi, internet, and nhà ga (train station), xe buýt (bus) and ph■ huynh (parents)

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

AC9LV2U04

notice that people use in ways that reflect cultural practices

-
-

Elaborations

- noticing similarities and differences in how they in Vietnamese in the classroom and in (s) spoken at home
- noticing that there are many and in the world and that many of these are spoken in Australia and may be represented in their classroom
- practising , and that reflect aspects of Vietnamese , for example, using both hands to offer something, and saying d■, th■a, vâng ■ to show respect
- exploring symbols and used by First Nations Australians and by Vietnamese-speaking communities in a range of , for example, identifying the colours of flags in Vietnamese and discussing what the colours represent in English
- recognising that behaviours such as ways of eating are connected to and , for example, understanding how and why Vietnamese people use chopsticks and spoons instead of knives and forks, ■ nhà em ■n b■ng ■■a.
- exploring the meaning of and how it can involve visible elements such as ways of dressing, eating and dancing

Students learn to:

notice that people use language in ways that reflect cultural practices

(AC9LV2U04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Engaging with cultural and linguistic diversity

- Communicate responsively

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

Engaging with cultural and linguistic diversity

- Communicate responsively

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Engaging with cultural and linguistic diversity

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Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

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Resources

Work Samples

WS02 - Chú sấu róm quá ■óí (The Very Hungry Caterpillar)

WS03 - Tết Trung Thu (Mid-Autumn Festival)

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9LV2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LV2U04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9LV2U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

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Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate respectfully

Content description

AC9LV2U04

practising gestures, words and phrases that reflect aspects of Vietnamese culture, for example, using both hands to offer something, and saying *dạ, thưa, vâng* to show respect

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LV2U04

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9LV2U04

recognising that behaviours such as ways of eating are connected to language and culture, for example, understanding how and why Vietnamese people use chopsticks and spoons instead of knives and forks, *nhà em dùng thìa*.

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Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

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