

Level description: Years 3 and 4

In Years 3 and 4, Turkish language learning builds on each student's prior learning and experiences with language . Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening , speaking , viewing and some writing . They use Turkish to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. Background-language learners may also bring their experience of interacting in Turkish in their local community to the classroom. In informal settings, students use local and digital resources to explore Turkish-speaking communities in Australia and diverse locations across the world. They may continue to need support through modelling, scaffolding , repetition and the use of targeted resources. Students develop active listening skills and use gestures , words and modelled expressions, imitating Turkish language sounds, pronunciation and intonation . Background-language learners may bring knowledge of words and expressions to the classroom. Students use their literacy capabilities in English and/or Turkish to recognise similarities and differences between Turkish and English, such as the use of the Roman alphabet in both languages and diacritic marks in Turkish. They locate information, respond to, and create informative and imaginative texts . They access authentic and purpose-developed Turkish language texts such as picture books, traditional and contemporary stories and songs, digital and animated games, timetables, recipes and advertisements. They recognise that languages influence each other and that language and culture reflect practices and behaviours.

Achievement standard: Years 3 and 4

By the end of Year 4, students use Turkish language to initiate structured interactions to share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts.

Students imitate sound combinations and rhythms of spoken Turkish. They demonstrate understanding that Turkish has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Turkish and make comparisons between Turkish and English. They understand that the Turkish language is connected with culture, and identify how this is reflected in their own language(s) and culture(s).