

Level description: Foundation Year

In Foundation, Chinese language learning builds on the Early Years Learning Framework and each student's prior learning and experiences with language . Students interact in Chinese within their family and communicate with teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Chinese through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting. Students experience and imitate the sounds and gestures of Chinese language . They participate in shared listening and viewing of texts that represent Chinese and Chinese-speaking contexts . Spoken, written and multimodal texts may include conversations, picture books, traditional and contemporary rhyming verse, songs and stories, films, animated cartoons and performances . Students may bring examples of known cultural contexts or texts to the classroom. They learn that language can be represented in different ways, noticing the use of the Roman alphabet in English, and characters and Pinyin in Chinese. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.

Achievement standard: Foundation Year

By the end of the Foundation year, students use play and imagination to interact and create Chinese texts, with support. They identify that Chinese and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.