

Achievement standards and content descriptions to focus in 202#

Curriculum mapping F-2

Foundation

Strand	Communicating										
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting	
Content Description	Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109)	Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110)	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111)	Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (VCESC112)	Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113)	Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (VCESC114)	Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (VCESC115)	Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116)	Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries (VCESC117)	Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118)	Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (VCESC119)

Strand	Understanding									
Sub-strand	Systems of language					Language variation and change				Role of language & culture
Content Description	Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (VCESU120)	Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (VCESU121)	Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories (VCESU122)	Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day (VCESU123)	Understand that the English and Spanish languages borrow words from each other (VCESU124)	Recognise that Spanish is one of many languages spoken around the world and in Australia (VCESU125)	Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers (VCESU126)			

By the end of Level 2

- Students interact with teachers and peers through action-related talk and play. (1)
 - They introduce themselves and exchange greetings such as *Buenos días/tardes/noches*, and farewells (for example, *hasta pronto*). (2)
 - They use simple repetitive language and respond to simple instructions when participating in classroom routines, games and shared activities, for example, *Sal de aquí, Párate en la puerta*. (3)
 - They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll*, *ñ*, *rr*/*rr* *gñ*, *c* and *y*. (4)
 - Students identify specific words and expressions in simple texts, such as names of people, places or objects. (5)
 - They convey factual information about self, family, friends and favourite things at word and simple sentence level, for example, *Mi casa es grande, Nuestro ordenador es pequeño, Tu celular es nuevo*. (6)
 - They respond to and create simple spoken and written texts using modelled examples and formulaic language. (7)
 - Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. (8)
 - Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. (9)
 - They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. (10)
 - Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mariana* and *España*. (11)
 - They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). (12)
 - They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. (13)
- Students identify differences and similarities between their own and others' languages and cultures. (14)

Year 1

Strand	Communicating										
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting	
Content Description	Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (VCESC109)	Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (VCESC110)	Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (VCESC111)	Locate specific words and expressions in simple print, spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken and written tasks (VCESC112)	Present factual information about self, family, friends and everyday objects using simple statements and support materials (VCESC113)	Participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance (VCESC114)	Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (VCESC115)	Translate frequently used words and simple phrases using visual cues and resources such as word lists (VCESC116)	Create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries (VCESC117)	Recognise what aspects of songs, stories, rhymes and pictures from Spanish-speaking cultures may look or feel similar or different to own language(s) and culture(s) (VCESC118)	Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (VCESC119)

Strand	Understanding						
Sub-strand	Systems of language			Language variation and change			Role of language & culture
Content Description	Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing (VCESU120)	Notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships (VCESU121)	Understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories (VCESU122)	Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day (VCESU123)	Understand that the English and Spanish languages borrow words from each other (VCESU124)	Recognise that Spanish is one of many languages spoken around the world and in Australia (VCESU125)	Notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers (VCESU126)

- By the end of Level 2
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 - They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. (10)
 - Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. (11)
 - They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). (12)
 - They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat, 'tortilla', 'fiesta'*. (13)
 - Students identify differences and similarities between their own and others' languages and cultures. (14)

Year 2

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 - They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce distinctive sounds of the Spanish language, including the sounds for the letters *ll, ñ, rr/r* *gñ, c* and *y*. (4)
 - Students identify specific words and expressions in simple texts, such as names of people, places or objects. (5)
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 - They respond to and create simple spoken and written texts using modelled examples and formulaic language. (7)
 - Students use gender (for example, *el pastel/la torta*), simple verb forms (for example, *estudiar, comer, dormir*), definite articles and vocabulary related to familiar environments to describe people, places and things. (8)
 - Students translate frequently used words and simple phrases, using visual cues and word lists (for example, *clase, zapatos, camisa, teléfono/celular*) and create simple print and digital texts in both Spanish and English. (9)
 - They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. (10)
 - Students know that Spanish uses the same alphabet as English when written, except for *ñ* as in *mañana* and *España*. (11)
 - They identify features of familiar texts and give examples of how different titles are used to address people in different situations (for example, *Doña Josefa, Don José, Tía*). (12)

- They identify Spanish as one of many languages spoken in Australia and give examples of words that English and Spanish have borrowed from each other such as *chat*, 'tortilla', 'fiesta'. (13)
- Students identify differences and similarities between their own and others' languages and cultures. (14)

Curriculum mapping 3-4

Year 3

Strand	Communicating											
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting		
Content Description	Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday routines and favourite pastimes (VCESC127)	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following procedures and instructions (VCESC128)	Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write something, asking for repetition and complimenting others (VCESC129)	Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school, routines, responsibilities and interests (VCESC130)	Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images (VCESC131)	Read, view and listen to stories, children's television programs and songs and make simple statements about characters, themes and reactions (VCESC132)	Create short imaginative texts such as dialogues and stories using modelled language (VCESC133)	Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings (VCESC134)	Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135)	Interact in Spanish using simple phrases and expressions, recognising how language reflects cultural practices (VCESC136)	Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of identity are reflected in language use (VCESC137)	
Strand		Understanding										
Sub-strand	Systems of language				Language variation and change						Role of language and culture	
Content Description	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)	Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139)		Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)		Understand that language use varies according to the age and relationship of participants (VCESU141)		Recognise that languages change with use over time and according to context (VCESU142)		Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)		Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection (VCESU144)

- By the end of Level 4
- Students interact with teachers and peers in classroom routines, action-related talk and play. (1)
 - They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. (2)
 - They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (3)
 - They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). (4)
 - They approximate Spanish pronunciation and intonation in simple statements. (5)
 - Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. (6)
 - They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. (7)
 - They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. (8)
 - Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). (9)
 - They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. (10)
 - When writing, they apply punctuation and capitalisation rules. (11)
 - They translate short texts, using word lists and dictionaries and create simple bilingual texts. (12)
 - They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*. (13)
 - Students differentiate between statements, commands, exclamations and questions according to intonation. (14)
 - They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. (15)
 - They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. (16)
 - They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. (17)
 - They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el iPad por favor?* (18)

Year 4

Strand	Communicating										
Sub-strand	Socialising			Informing		Creating		Translating		Reflecting	
Content Description	Interact with teacher and peers to exchange information about aspects of their personal world such as school, home, everyday	Participate in collaborative tasks and experiences such as creating and presenting a display or performance and following	Participate in everyday classroom exchanges such as responding to simple questions, asking permission, requesting help, asking how to say or write	Gather and share information from peers and from texts relating to the Spanish-speaking world and to areas such as home, school,	Present information about personal or shared interests or experiences, using simple descriptive language and supporting resources such as tables, lists and images	Read, view and listen to stories, children's television programs and songs and make simple statements about	Create short imaginative texts such as dialogues and stories using modelled language (VCESC133)	Compare and explain simple texts or expressions in both Spanish and English, such as street signs, advertisements, sayings and greetings	Create bilingual texts such as action games, songs, stories or photo captions, and identify and discuss aspects of culture represented in the texts (VCESC135)	Interact in Spanish using simple phrases and expressions, recognising how	Explore own sense of identity, for example, by discussing membership of groups such as a club, a country or a language-speaking community, and how these elements of

	routines and favourite pastimes (VCESC127)	procedures and instructions (VCESC128)	something, asking for repetition and complimenting others (VCESC129)	routines, responsibilities and interests (VCESC130)	(VCESC131)	characters, themes and reactions (VCESC132)		(VCESC134)		language reflects cultural practices (VCESC136)	identity are reflected in language use (VCESC137)
Strand	Understanding										
Sub-strand	Systems of language					Language variation and change				Role of language and culture	
Content Description	Experiment with Spanish pronunciation, intonation and spelling rules, including patterns associated with questions and statements (VCESU138)	Notice and apply elements of Spanish grammar such as gender, singular/plural forms, adjectives, adverbs, verb forms, pronouns and prepositions in simple spoken, written and digital texts (VCESU139)		Recognise that texts such as stories, emails and dialogues have particular characteristic features, and notice similarities and differences between some Spanish and English versions (VCESU140)		Understand that language use varies according to the age and relationship of participants (VCESU141)	Recognise that languages change with use over time and according to context (VCESU142)	Identify the variety of languages represented in the school, local community and general Australian population (VCESU143)		Discuss examples of ways in which the cultures of Spanish speakers influence everyday interactions such as expressions of respect and affection (VCESU144)	

- By the end of Level 4
- Students interact with teachers and peers in classroom routines, action-related talk and play. (1)
 - They use formulaic expressions when participating in classroom routines and collaborative activities, such as complimenting others (for example, *El bolso de Susana es hermoso*), requesting help (for example, *Necesito ayuda con mi bicicleta*) and seeking permission such as *¿Puedo ir al salón de informática?*. (2)
 - They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. (3)
 - They make statements using the present tense and the present + infinitive form (for example, *quiero cantar, quiero salir*) about aspects of their lives such as school, home and everyday routines (for example, *Mi escuela está cerca de mi casa, Me gusta la clase de español*). (4)
 - They approximate Spanish pronunciation and intonation in simple statements. (5)
 - Students gather information relating to own and others' lifestyles and present information at sentence level in simple texts. (6)
 - They make simple statements about characters such as *La bruja es amable*, themes and their own reactions such as *El payaso está triste* in response to imaginative texts. (7)
 - They use modelled sentence structures to compose short original texts using conjunctions such as *y, o, porque* and *pero*, and prepositions such as *a, con, de* and *en*. (8)
 - Students use vocabulary related to school, home and lifestyles (for example, *divertido, alto, gordo, grande*). (9)
 - They use possessive adjectives (for example, *mi libro, nuestro coche*), adjectives (for example, *extraño, fantástico*), singular and plural forms (for example, *el árbol, la cafetería, las pelotas, los mensajes*) and regular verbs (for example, *cantar, correr, vivir*) in simple constructions. (10)
 - When writing, they apply punctuation and capitalisation rules. (11)
 - They translate short texts, using word lists and dictionaries and create simple bilingual texts. (12)
 - They use simple phrases and expressions that reflect cultural practices, for example, diminutives such as *Sarita, gatico*. (13)
 - Students differentiate between statements, commands, exclamations and questions according to intonation. (14)
 - They identify similarities and differences between some Spanish and English texts, recognising that familiar texts have characteristic features. (15)
 - They give examples of how language use varies according to the age, gender and relationship of participants, and of ways that languages change over time. (16)
 - They name some of the many languages that are spoken in Australia, and identify languages represented in the class and local community. (17)
 - They identify ways in which the cultures of Spanish speakers influence everyday interactions, involving greetings such as hugging or kissing on both cheeks and polite expressions such as *¿Me pasa el iPad por favor?* (18)

Curriculum mapping 5-6

Year 5

Strand	Communicating										
Sub-strand	Socialising			Informing			Creating	Translating		Reflecting	
Content Description	Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145)	Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146)	Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions (VCESC147)	Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities (VCESC148)	Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports (VCESC149)	Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs (VCESC150)	Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events (VCESC151)	Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated (VCESC152)	Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment (VCESC153)	Compare ways of communicating in particular Australian and Spanish-speaking contexts (VCESC154)	Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self (VCESC155)

Strand	Understanding										
Sub-strand	Systems of language					Language variation and change				Role of language and culture	
Content Description	Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156)	Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes (VCESU157)			Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects (VCESU158)	Recognise that language use varies according to the contexts of situation and culture (VCESU159)	Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies (VCESU160)		Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161)		Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers (VCESU162)

- By the end of Level 6
- Students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. (1)
 - They use modelled sentence structures to ask and respond to questions (for example, ¿quién?/¿quiénes?, ¿por qué?/¿por dónde? si, por supuesto), seek clarification (for example, ¿Ella dice que apaguemos la computadora?) and give advice (for example, No debes comer tantos dulces). (2)
 - When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *cí/ca* and *ga/gi*, and intonation patterns. (3)
 - They gather information relating to language and culture and present it in different formats. (4)
 - They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). (5)
 - They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). (6)
 - Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). (7)
 - They apply rules of punctuation such as question and exclamation marks (for example, ¿cuándo?, ¡cuidado!) and accents (for example, *sofá, árbol, música*). (8)
 - They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. (9)
 - They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity. (10)
 - Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). (11)
 - They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. (12)
 - Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. (13)
 - They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). (14)
 - They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts. (15)

Year 6

Strand	Communicating										
Sub-strand	Socialising			Informing			Creating	Translating		Reflecting	
Content Description	Interact using descriptive and expressive language to share interests, special celebrations and leisure activities, and to express feelings, state preferences and give opinions (VCESC145)	Collaborate with peers to plan and conduct different elements of shared tasks, transactions or activities (VCESC146)	Interact in class activities and routines by asking and responding to questions, asking for clarification and making suggestions (VCESC147)	Listen to, view and read texts in order to identify aspects of life in Spanish-speaking contexts and communities (VCESC148)	Present information about aspects of language and culture in the Spanish-speaking world for specific audiences, using diagrams, charts, timelines and guided reports (VCESC149)	Share and compare understandings and opinions about ideas encountered in imaginative Spanish-language texts such as works of art, fables, performances and television programs (VCESC150)	Produce a variety of texts such as scripted performances, raps and digital stories using imaginary characters, places, ideas and events (VCESC151)	Translate simple texts that provide comparisons between cultural aspects of meaning-making in Spanish and English and note how language cannot always be directly translated (VCESC152)	Create own bilingual texts and learning resources, such as displays, posters, word banks and glossaries for the classroom/school environment (VCESC153)	Compare ways of communicating in particular Australian and Spanish-speaking contexts (VCESC154)	Discuss how it feels to interact in a different language, what they understand by 'identity', and whether learning Spanish has any effect on their sense of self (VCESC155)

Strand	Understanding						
Sub-strand	Systems of language			Language variation and change			Role of language and culture
Content Description	Attend to the pronunciation of sounds and intonation patterns used in social interactions and apply writing conventions such as question and exclamation marks (VCESU156)	Understand and use grammatical elements such as tenses, pronouns, prepositions, conjunctions, adverbs and noun-adjective agreements to construct simple texts for different purposes (VCESU157)	Identify how different Spanish texts such as comics, cartoons, magazines or emails use language in ways that create different effects (VCESU158)	Recognise that language use varies according to the contexts of situation and culture (VCESU159)	Understand that the Spanish language constantly changes due to contact with other languages and the impact of new technologies (VCESU160)	Recognise that the Spanish language has different forms, roles and functions in different contexts and communities (VCESU161)	Reflect on own language use at home, at school and in the community, considering how this may be interpreted by young Spanish speakers (VCESU162)

- By the end of Level 6
- Students use written and spoken Spanish for classroom interactions, to carry out transactions and to share information about personal interests, relate experiences and express feelings. (1)
 - They use modelled sentence structures to ask and respond to questions (for example, ¿quién?/¿quiénes?, ¿por qué?/¿por dónde? si, por supuesto), seek clarification (for example, ¿Ella dice que apaguemos la computadora?) and give advice (for example, No debes comer tantos dulces). (2)
 - When interacting, students use appropriate pronunciation of Spanish-specific sounds such as *cí/ca* and *ga/gi*, and intonation patterns. (3)
 - They gather information relating to language and culture and present it in different formats. (4)
 - They describe characters, experiences and ideas encountered in texts, and create short imaginative texts using structured models and descriptive and expressive vocabulary (*divertido, alto, gordo, grande*). (5)
 - They use regular and common irregular verbs in present tense (for example, *estudio español, voy a mi casa*), simple past tense (for example, *Ayer comí helado, Fueron a la cafetería*) and near future (for example, *Voy a ir a la playa, Vamos a comer frutas*). (6)
 - Students use pronouns (for example, *él/ella nosotros/as ellos/ellas, usted/ustedes/ vosotros/as*), prepositions (for example, *debajo de, por, al lado de, cerca de*), adverbs (for example, *muy, poco, bien, mal, lentamente*), agreement of nouns and adjectives (for example, *gente simpática, juegos divertidos*), and adverbs to mark time (for example, *hoy, ayer, mañana, ya, todavía*) and place (for example, *dentro de, encima de, a la izquierda, a la derecha*). (7)
 - They apply rules of punctuation such as question and exclamation marks (for example, ¿cuándo?, ¡cuidado!) and accents (for example, *sofá, árbol, música*). (8)
 - They translate and interpret short texts, identifying aspects of the Spanish language and culture that are similar or different to their own and create bilingual texts for the classroom and school community. (9)
 - They describe their own experiences of using Spanish and identify ways in which learning and using Spanish' may impact on their own identity. (10)
 - Students know that Spanish has its own rules for pronunciation and grammar and that language use must be adjusted to suit different contexts, situations and relationships (for example, *¡Hasta pronto Doña Clara! ¡Adiós chicos!*). (11)
 - They use metalanguage to explain basic features of language, texts and grammar, making connections with English terms they are familiar with such as 'verb', 'adverb', 'noun' and 'agreement'. (12)
 - Students identify Spanish as a global language and describe the distribution of communities of Spanish speakers in different countries and regions. (13)
 - They identify ways that languages change through contact with other languages and due to new technologies, and give examples of Spanish words used in English (for example, 'patio', 'chocolate') and words used in Spanish that are borrowed from other languages (for example, *chofer, carné, tenis, golf, corner, kiwi, parking, gol, tiquet, chao*). (14)

- They reflect on the language they use at home, at school and in the community and identify how young Spanish speakers would use language in the same contexts. (15)