Key	same/refined	removed	new	moved

Note:

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- v8.4 content descriptions may have been reordered to align with v9.0 content descriptions.

Version 8.4	Version 9.0
Achievement standard	**Achievement standard**
By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves and exchange greetings such as Buenos días/tardes/noches, and farewells (for example, hasta pronto). 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. 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 g/j, c and y. Students identify specific words and expressions in simple texts, such as names of people, places or objects. 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. They respond to and create simple spoken and written texts using modelled examples and formulaic language. 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. 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. They identify similarities and differences between English and Spanish language and culture in songs, stories, rhymes and pictures. Students know that Spanish uses the same alphabet as English when written, except for ñ as in mañana and España. 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). 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'. Students identify differences and similarities between their own and others' languages and cultures.	By the end of the Foundation year, students use play and imagination to interact and create Spanish texts, with support. They identify that Spanish 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.

Strands	Content descriptions	Content descriptions	Sub-strands	Strands
Communicating	interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things [Key concepts: self, family, friendship, belonging; Key processes: greeting, introducing, participating] ACLSPC109	with support, recognise and communicate meaning in Spanish AC9LSF01	Interacting in Spanish	Communicating meaning in Spanish
	participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language [Key concepts: play, action, exchange; Key processes: participating, performing, turn-taking] ACLSPC110			
	recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions [Key concepts: routines, roles; Key processes: following instructions, responding] ACLSPC111 **Moved to Years 1–2 band**			
	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 [Key concepts: literacy, numeracy; Key processes: locating, selecting, sorting] ACLSPC112 **Moved to Years 1–2 band**		Mediating meaning in and between languages	
	participate in shared reading, or viewing or listening to short imaginative texts and respond through mime, drawing and dance [Key concepts: character, story, imagination; Key processes: acting, expressing, choral reading] ACLSPC114 **Moved to Years 1–2 band**			
	present factual information about self, family, friends and everyday objects using simple statements and support materials [Key concepts: self, family, favourite; Key processes: naming, labelling, showing] ACLSPC113 **Moved to Years 1–2 band**		Creating text in Spanish	
	create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression [Key concepts: rhythm, expression, performance; Key processes: chanting, drawing, singing, dancing] ACLSPC115 **Moved to Years 1–2 band**			

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	Version 8.4	Version 9.0		
	create simple print or digital texts that use both Spanish and English, such as labels, captions, wall charts and picture dictionaries [Key concept: equivalence; Key processes: labelling, captioning] ACLSPC117 **Moved to Years 1–2 band**			
	translate frequently used words and simple phrases using visual cues and resources such as word lists [Key concepts: similarity, difference; Key processes: identifying, noticing] ACLSPC116			
Understanding	recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced and how they are represented in writing [Key concepts: phonic awareness, pronunciation; Key processes: reading aloud, listening, mimicking] ACLSPU120	explore, with support, language features of Spanish noticing similarities and differences between Spanish and English AC9LSF02	Understanding systems of language	Understanding language and culture
	notice and apply grammatical rules such as those relating to gender, simple verb forms and definite articles when describing people, places, things and relationships [Key concepts: syntax, word order; Key processes: naming, noticing patterns] ACLSPU121 **Moved to Years 1–2 band**			
	understand that language is organised as 'text' and recognise features of familiar texts such as charts, labels, rhymes and stories [Key concepts: text, meaning, structure; Key processes: recognising, identifying] ACLSPU122			
	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) [Key concepts: language, culture, difference; Key processes: noticing, comparing] ACLSPC118			
	recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day [Key concepts: language as social practice, context; Key processes: noticing, comparing] ACLSPU123			
	understand that the English and Spanish languages borrow words from each other [Key concept: word borrowing; Key processes: noticing, listing] ACLSPU124			
	notice some differences and similarities in cultural practices between Spanish speakers and Australian-English speakers [Key concepts: behaviours, cultural similarities and differences; Key processes: noticing, asking questions, making connections] ACLSPU126	explore connections between language and culture AC9SF03	Understanding the interrelationship of language and culture	
	recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' [Key concepts: self, identity, family, community; Key processes: noticing, describing] ACLSPC119			
	recognise that Spanish is one of many languages spoken around the world and in Australia [Key concepts: multiculturalism, culture; Key processes: mapping, discussing] ACLSPU125			