

##### LOTE: CORE LEARNING OUTCOMES for Years 1 to 10

##### Students progress through the levels according to their stage of learning, not necessarily their year level

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| **STRAND** | **Organiser** | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** | **LEVEL 5** | **LEVEL 6** |
| Communication | Comprehending | **1.1** Students distinguish sounds and sound patterns and understand and respond to high frequency language with visual clues. | **2.1** Students respond to a range of familiar statements and questions with visual support, controlled language when the context is obvious, and key words in short, spoken authentic texts of several linked utterances. | * 1. Students readily understand and respond to short simple utterances, understand the gist of longer passages containing repetitive language and identify specific information in texts that reflects their own knowledge and experience.
 | **4.1** Students understand the patterns of straightforward familiar conversations, follow the flow of a simple recount or narrative that is heavily contextualised, and extract essential details in passages where the material is familiar and highly predictable. | **5.1** Students understand familiar material in unfamiliar contexts with references to past, present and future events and infer the meanings of some specific new language items in familiar contexts. | **6.1** Students understand authentic texts on familiar topics where the language used is literal and standard and infer meaning from lexical and grammatical associations as well as context. |
| **1.2** Students understand the meaning of key written words to which there has been significant exposure, as well as decode and recognise some written words from oral vocabulary through an awareness of sound-symbol relationships. | **2.2** Students identify the main purpose in simple text on a familiar topic, relying on key words for understanding, and read and identify single items of information in short repetitive texts containing familiar language. | **3.2** Students understand the main ideas read in straightforward texts on familiar topics supported by context clues, and predict the meaning of some unknown language in familiar topics presented in context  | **4.2** Students understand the gist of meaning in texts where familiar language is used in new but known contexts, identify specific information and are beginning to read independently.  | **5.2** Students understand texts where relationships in discourse are marked by simple, high-frequency forms denoting sequencing, referencing and other cohesive devices. | **6.2** Students understand more complex texts involving dependent clauses when they are short and clearly marked by high frequency forms. |
| **1.3** Students recognise when content refers to the target culture rather than their own and demonstrate understanding of some culturally specific gestures in a limited range of contexts. | **2.3** Students identify some key explicit cultural references to very familiar aspects of the target culture in texts and can determine meaning by interpreting culturally specific gestures, intonation and other visual or auditory clues. | **3.3** Students recognise some explicit cultural references to learned aspects of the target culture. | **4.3** Students understand explicit cultural references to well-known features of the target culture. | **5.3** Students readily interpret familiar cultural input and recognise some references to more subtle aspects of the target culture | **6.3** Students interpret references to unfamiliar aspects of the target culture by comparing with their own culture. |
| Composing | **1.4** Students respond to questions with short memorised utterances and maintain interaction if their speaking partner uses repetition and/or simplification. | **2.4** Students make requests and interact with peers and familiar adults using key words or phrases and adapting memorised material on rehearsed topics using spoken models. | **3.4** Students initiate and respond promptly to speech in familiar scenarios assisted by visual or other cues, substitute language items in well rehearsed patterns to vary questions or statements and follow a model to present a simple story or report. | **4.4** Students take part in simply structured conversations including unrehearsed instances with a sympathetic conversation partner and describe actual events competently from a personal viewpoint. | **5.4** Students convey information in texts with minimal support showing few patterns of linguistic errors on familiar topics of interest to them, and comment in simple terms, referring to recent experiences and future plans. | **6.4** Students express themselves through a variety of genres on a range of familiar topics and manipulate known structures to make original and extended texts that are organised according to sociocultually appropriate conventions. |
| **1.5** Students label items and write set phrases used regularly in class approximating spelling of words written from memory and demonstrate an awareness of the conventions of print in the target language. | **2.5** Students write phrases or short sentences based on models and contribute to the production of stories, class books, posters and other simple texts. | **3.5** Students write a few linked sentences on familiar topics, using well rehearsed language to cover basic information and write a simple personal recount and report following a model. | **4.5** Students manipulate known structures and linguistic features appropriately to generate original utterances and construct simple cohesive texts in different contexts, displaying some concept of register. | **5.5** Students produce texts of several linked sentences that may include some complex element gleaned from models and devices such as fillers and connectors. | **6.5** Students incorporate two or three main ideas with some dependent clauses in a text, use some common colloquial expressions appropriately and demonstrate an awareness of register differences in their use of formal and informal language. |
| **1.6** Students imitate culturally appropriate language and socioculturally appropriate gestures in high-frequency, learned situations. | **2.6** Students display appropriate body language and gestures in basic social situations. | **3.6** Students use the target language to describe some culturally specific behaviours and information. | **4.6** Students express comparisons with their own culture using sociocultural information provided in texts. | **5.6** Students include some common learned colloquial expressions in planned discourse and include cultural references in presentations. | **6.6** Students analyse, and comment on, issues of significance to members of the target culture of a similar age.  |