



Western Australian Curriculum

Languages | Tamil

Proposed Comparison of Curriculum | Pre-primary–Year 10

Draft for consultation | Not for implementation

DRAFT

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Contents

Overview	1
Guide to reading this document	1
Pre-primary–Year 2	2
Strand: Communicating	2
Sub-strand: Socialising	2
Sub-strand: Informing	3
Sub-strand: Creating	3
Sub-strand: Translating	4
Sub-strand: Reflecting	4
Strand: Understanding	5
Sub-strand: Systems of language	5
Sub-strand: Language variation and change	6
Sub-strand: Role of language and culture	6
Years 3–6	7
Strand: Communicating	7
Sub-strand: Socialising	7
Sub-strand: Informing	8
Sub-strand: Creating	9
Sub-strand: Translating	9
Sub-strand: Reflecting	10
Strand: Understanding	11
Sub-strand: Systems of language	11
Sub-strand: Language variation and change	13
Sub-strand: Role of language and culture	14
Years 7–10	15
Strand: Communicating	15
Sub-strand: Socialising	15
Sub-strand: Informing	16
Sub-strand: Creating	17
Current WA sub-strand: Translating	18
Sub-strand: Reflecting	18
Strand: Understanding	19
Sub-strand: Systems of language	19
Sub-strand: Language variation and change	22
Sub-strand: Role of language and culture	23

Overview

The current Western Australian Curriculum: Languages was adopted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Tamil are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The first row contains the current Western Australian Curriculum: Languages, Tamil curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

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Pre-primary–Year 2

Strand: Communicating

Sub-strand: Socialising

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Interact with teacher and peers through action-related talk and structured play to exchange greetings; for example, வணக்கம் ஆசிரியர்.; வணக்கம் திரு/திருமதி/செல்வி ஆசிரியர் பெயர் ...</p> <p>Respond to greetings and show respect for others using culturally appropriate gestures; for example, (எழுந்து நின்று இரு கரங்கள் கூப்பி வணக்கம் சொல்லுதல்)</p> <p>அனைவருக்கும் வணக்கம்.; எப்படி இருக்கிறீர்கள்?/ இருக்கிறாய்?; நான் நலமாக இருக்கிறேன், நன்றி ஆசிரியர்.</p> <p>Introduce and share information about themselves; for example, உங்கள்/உன் பெயர் என்ன?; என் பெயர் ...; உங்களுக்கு எத்தனை வயது?/உனக்கு என்ன வயது?;எனக்கு ஐந்து வயது.</p> <p>Participate in shared actions with the teacher and peers using simple, repetitive key words, images, movement and songs; for example, அம்மா அம்மா முதல் வணக்கம் ...; நிலா நிலா ஓடி வா...</p> <p>Respond to teacher talk and instruction; for example, எல்லோரும் இங்கே பாருங்கள்!; எழுந்திருங்கள்!; உட்காருங்கள்!; எல்லோரும் அமைதியாக இருங்கள்!; படம் வரையுங்கள்!; வண்ணம் தீட்டுங்கள்!</p>	<p>Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their favourite things; for example, எனக்கு ஆறு வயது.; நீங்கள் எங்கே வசிக்கிறீர்கள்?/நீ எங்கே வசிக்கிறாய்?; நான் டயனெல்லாவில் வசிக்கிறேன்.; எனக்கு விளையாட விருப்பம்.; எனக்கு தோசை மிகவும் விருப்பம்.; உங்களிடம்/ உன்னிடம் செல்லப் பிராணி இருக்கிறதா?; ஆம், என்னிடம் செல்லப்பிராணி இருக்கிறது.; எனக்கு நாய்க்குட்டி விருப்பம்.</p> <p>Express gratitude, make requests and apologise when appropriate; for example, மன்னிக்கவும், தயவு செய்து, நன்றி</p> <p>Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games, gestures and pictures to support understanding and to convey meaning; for example, கோழியம்மாவும் குஞ்சுகளும், சைமன் சொல்கிறான்...</p> <p>Respond to teacher talk and instruction; for example, மன்னிக்கவும் ஆசிரியர். எனக்கு விளங்கவில்லை/புரியவில்லை.; தயவு செய்து பேனாவை எனக்கு /தாருங்கள்.; இதோ உங்கள்/உன் பேனா.; நன்றி.</p>	<p>Interact with teacher and peers orally and in writing to participate in routine exchanges, asking each other how they are and offering wishes, and to share information about events in the day and over the year; for example, நான் திங்கட்கிழமை இட்லி சாப்பிட்டேன்.; எனது பிறந்த நாள் மார்ச் 30.; பிறந்தநாள் வாழ்த்துகள், தைப்பொங்கல் வாழ்த்துகள், கிறிஸ்மஸ்/நத்தார் நல்வாழ்த்துகள்.; இன்று வானிலை நன்றாக இருக்கிறது.</p> <p>Participate in guided collaborative tasks, transactions and games, taking turns, exchanging and negotiating, using simple language; for example, நான் திங்கட்கிழமை தோறும் வாழைப்பழம்/மாம்பழம்/திராட்சைப்பழம், ஆரஞ்சு/தோடம் பழம் சாப்பிடுவேன்.</p> <p>Respond to teacher talk and instruction; for example, இது உங்களுடையதா/ உன்னுடையதா? ஆம் இது என்னுடையது.</p>
Australian Curriculum v9	With support, recognise and communicate meaning in Hindi	Recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues	
Proposed WA Curriculum	<p>Recognise and communicate meaning in Tamil</p> <p>Recognise and respond to classroom-related language</p>	<p>Share simple information about themselves</p> <p>Participate in play-based activities, songs, rhymes, stories, guided role-plays and games using repetitive language, and visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>	<p>Share information about themselves and their family</p> <p>Participate in play-based activities using formulaic expressions, and visual and spoken cues</p> <p>Recognise and respond to classroom-related language</p>

Sub-strand: Informing

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise pictures, symbols, key words and phrases of spoken and written Tamil in rhymes, songs, labels and titles related to their personal worlds Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words	Locate key words and information in simple spoken and written texts, such as charts, lists, labels and captions, rhymes and songs, related to their personal worlds Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements	Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds Convey factual information about their personal worlds using familiar words, phrases, simple statements and modelled language
Australian Curriculum v9	No content	Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines	
Proposed WA Curriculum	Recognise familiar words in texts	Locate key information in familiar texts, and begin to respond using gestures, images and words Explore how language carries cultural meaning in classroom-related greetings, instructions and routines	Locate key information in familiar texts, and respond using gestures, images, words and formulaic phrases Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

Sub-strand: Creating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Engage by listening to and viewing short imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression; for example, அம்மா அம்மா இங்கே வா, தோ தோ நாய்க்குட்டி	Participate in listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling Participate in the shared performance of songs, rhymes and stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language; for example, சிங்கமும் சுண்டெலியும்	Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling Create stories and perform imaginative scenarios through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language; for example, ஒரு முறை, ஒரு நாள், ஓர் ஊரில்
Australian Curriculum v9	No content	With support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying the Devanāgarī script appropriate to context	
Proposed WA Curriculum	No content	Recognise words and use modelled language to create texts	Use words, familiar phrases and modelled language to create texts

Sub-strand: Translating

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Share with others familiar Tamil words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other languages; for example, காசு, பென்சில், பேனா	Share with others simple Tamil expressions, sounds and gestures, name familiar objects and use Tamil and/or English to conduct simple conversations	Translate for others what they can express in Tamil, interpreting simple expressions and songs, and explaining how meanings are similar or different in English or other languages; for example, the words தொப்பி, பேனா, பென்சில் have similar meanings in most of the South Asian languages
Australian Curriculum v9	No content	No content	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Begin to notice how Tamil feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language/s	Notice ways of speaking in Tamil that appear different from their own ways and become aware of how voice, behaviour and body language may change when speaking Tamil	Recognise similarities and differences between aspects of Tamil and Australian cultural practices and related language use
Australian Curriculum v9	No content	No content	
Proposed WA Curriculum	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Differentiate Tamil and English sounds; for example, by comparing names in Tamil and English</p> <p>Recognise and experiment with reproducing sounds and rhythm of spoken Tamil by singing, reciting and repeating familiar words and phrases in context</p> <p>Recognise, reproduce and pronounce the short and long vowel sound; for example, அ, ஆ</p> <p>Recognise how names are written in Tamil by tracing them on dotted lines on laminated cards</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> recognising gender usage in nouns; for example, மாணவன்-மாணவி, சகோதரன்-சகோதரி recognising and using nouns for common objects around them; for example, படம், புத்தகம், பென்சில் using numbers while referring to objects; for example, ஒரு பூனை, இரண்டு மலர்கள் using simple verbs to describe actions; for example, சாப்பிடு, எழுந்திரு, குடி recognising that honorific suffixes are used when greeting someone older than themselves; for example, முரளிதரன் அவர்களே! expressing affirmative and negative verbs; for example, ஆம்/இல்லை noticing common forms of greetings and recognising the different levels of formality; for example, வணக்கம், மீண்டும் சந்திப்போம். recognising that there are different ways to ask questions; for example, யார்? எங்கே? ஏன்? using imperative forms of simple verbs when giving instructions; for example, உட்காருங்கள்!, புத்தகத்தை/எடுங்கள்! expressing likes and dislikes for example, விருப்பம், விருப்பமில்லை developing cardinal number knowledge for zero to ten 	<p>Recognise, reproduce and pronounce the consonant sound; for example, ப், ட், ம், ர்</p> <p>Recognise, reproduce and pronounce the Tamil consonants with short and long vowels; for example, ப்+அ=ப, ப்+ஆ=பா ட், டா, ம், மா, ர், ரா</p> <p>Recognise, trace and copy some Tamil characters with straight lines; for example, ப், ப, பா, ட், ட, டா, ம், ம, மா, ர், ரா</p> <p>முதல் இரண்டு உயிரெழுத்துகளுடன் (அ, ஆ) மெய் எழுத்துகளை (ப், ட், ம்) இணைத்தல்.</p> <p>Recognise that Tamil letters have straight and curved lines; for example, படம், என், நான், ஆம்</p> <p>Recognise how names are written in Tamil by shaping playdough</p> <p>Form words using syllables of vowels and consonants; for example, அம்மா, படம், மரம்</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing the colour, size and shape of objects using adjectives; for example, வட்டமான பந்து, மஞ்சள் நிறப் பூ, சிவப்புப் பேனா noticing that intensifiers such as மிகவும், அதிகமாக give emphasis to phrases and sentences beginning to locate events in time by using the months of the year and the seasons; for example, தை மாதம், குளிர்காலம் using conjunctions; for example மற்றும், ஆனால்; எனக்கு தோசை பிடிக்கும் ஆனால் இட்லி-பிடிக்காது. expressing likes and dislikes; for example, பிடித்தது/பிடிக்காதது;-எனக்கு நீல நிறம் பிடிக்கும்.; எனக்கு பந்து விளையாட விருப்பம். developing cardinal number knowledge for 11–20 <p>Understand that language is organised as 'text' and that different types of texts have different features</p>	<p>Recognise, reproduce and pronounce the consonant sound; for example, ழ், க், ச், த், ந், ண்</p> <p>Recognise, reproduce and pronounce the Tamil consonants with short and long vowel sound; for example, ழ், ழா, க், கா, ச், சா, த், தா, ந், நா, ண், ணா, ணா</p> <p>Recognise, trace and copy Tamil characters with straight lines and curved lines; for example, ழ், ழ, ழா, க், க, கா, ச், ச, சா, த், த, தா, ந், ந, நா, ண், ண, ணா, ண், ண, ணா</p> <p>முதல் இரண்டு உயிரெழுத்துகளுடன் (அ, ஆ) மெய் எழுத்துகளை(ர், ழ், க், ச், த், ந்) இணைத்தல்.</p> <p>Recognise that Tamil scripts have straight and curved lines; for example, அம்மா, மரம், காகம்</p> <p>Form words using syllables of vowels and consonants; for example, பழம், அக்கா, அண்ணா, நான்</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> beginning to describe quantity using cardinal numbers; for example, மூன்று நாற்காலிகள், இருபது மரங்கள் describing the characteristics of things using noun-adjective phrases for example, என் தந்தை உயரமானவர்.; என் அம்மா நகைச்சுவையானவர். describing possession using word order in familiar phrases; for example, என் பேனா, என் பிறந்தநாள் referring to things using demonstratives; for example, இது பேனா.; அது பழம். recognising and using different question words and anticipated answers; for example, யார்? எவ்வளவு? எங்கே? எப்போது? expressing negative responses; for example, இது சிவப்பு நிறப் புத்தகம் இல்லை.; அவன் ஓடவில்லை. using simple verbs to describe actions; for example, உட்கார்/ இரு, சாப்பிடு, குடி, விளையாடு using simple verbs to describe actions; for example, உட்கார்/ இரு, சாப்பிடு, குடி, விளையாடு

	Pre-primary	Year 1	Year 2
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal		<ul style="list-style-type: none"> developing number knowledge for 21 to 30 Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose
Australian Curriculum v9	Explore, with support, language features of Hindi noticing similarities and differences between Hindi and English	Recognise and imitate the sounds and rhythms of Hindi and how sounds are represented in Devanāgarī script Recognise that the Devanāgarī script and features of language are used to construct meaning in Hindi Notice that Hindi has features that may be similar to or different from English	
Proposed WA Curriculum	Explore language features of Tamil noticing similarities and differences between Tamil and English	Explore and imitate the pronunciation and intonation of Tamil and how sounds are represented in Tamil scripts Explore how Tamil script and features of language are used to construct meaning in Tamil Explore how Tamil language has features that may be similar to or different from English	Recognise and experiment with combinations of sounds and syllables, and imitate the pronunciation and intonation of Tamil to produce simple words Recognise that Tamil script and features of language are used to construct meaning in Tamil Recognise Tamil language features that may be similar to or different from English

Sub-strand: Language variation and change

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that in Tamil, as in English and other languages, there are different ways of greeting and interacting with people	Recognise that Tamil speakers use language differently in different situations, such as when socialising with peers and friends or at home with the family	Understand that Tamil speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom
Australian Curriculum v9	No content	No content	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Recognise that Tamil is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Tamil, and that Tamil and English borrow words and expressions from each other	Recognise that all languages, including Tamil, change continuously over time through contact with each other and through changes in society
Australian Curriculum v9	Explore connections between language and culture	Notice that people use language in ways that reflect cultural practices	
Proposed WA Curriculum	Explore connections between language and culture	Explore how people use language in ways that reflect cultural practices	Explore and discuss how people use language in ways that reflect cultural practices

Years 3–6

Strand: Communicating

Sub-strand: Socialising

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Interact with teacher and peers orally and in writing to exchange information about friends and family members; for example, எனக்கு இரண்டு சகோதரிகளும் ஒரு சகோதரனும் இருக்கின்றனர்.; என் சகோதரன் பெயர் அகிலன்.; எனது தோழி-மாலதி மிகவும் அழகானவள்.; அவளுக்கு ஆறு வயது.; என் தாத்தா மிகவும் நல்லவர்.</p> <p>Participate in routine exchanges, such as asking each other how they are; for example, வணக்கம்-(மாணவர் பெயர்).; எப்படி இருக்கிறீர்கள்?/ இருக்கிறாய்?; நான் நலமாக இருக்கிறேன்.; நீங்கள் எப்படி இருக்கிறீர்கள்?/நீ எப்படி இருக்கிறாய்?; வணக்கம் அப்பா/ நண்பர்களே.; நாளை மீண்டும் சந்திப்போம்.; இரவு வணக்கம்.</p> <p>Participate in individual and collaborative tasks that involve following instructions, asking questions and making statements, and asking for help and permission; for example, நான் கழிவறைக்கு போகலாமா?; தயவு செய்து எனக்கு உதவி செய்ய முடியுமா?; எனக்கு உதவி தேவைப்படுகிறது.</p>	<p>Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests; for example, நான் காலை எட்டு மணிக்குப் பள்ளிக்குச் செல்வேன்.; நான் சனிக்கிழமை தோறும் குதிரைச் சவாரி செய்வேன் அத்துடன் ஞாயிற்றுக்கிழமை தோறும் வலைப்பந்து விளையாடுவேன்.; எனக்கு விளையாடவும் சுற்றுலா செல்லவும் விருப்பம் ஆனால் என் நண்பனுக்கு இசை மிகவும் விருப்பம்.</p> <p>Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions; for example, creating a display or conducting a role-play or scenario, science experiments, cooking or craft activities; for example, காகித கைவினைப் பொருட்கள் செய்வது/ வண்ணக் காகிதங்களால் மாலை செய்வது.</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community; for example, நான் கில்வட் தொகுதியில் ஒரு பழைய வீட்டில் வசிக்கிறேன்.; என் வீடு நதியின் அருகில் ஒரு பூங்காவின் பக்கத்தில் இருக்கிறது.; நான் வார இறுதி நாட்களில் என் நண்பர்களுடன் சிறுநண்டியகத்திற்குச் செல்வேன்.; நான் பள்ளிக்குப் பேருந்தில் செல்வேன்.; நாங்கள் சந்தைக்குப் போவோம்.; என் பள்ளியில் பெரிய நூலகமும் விளையாட்டுத்திடலும் இருக்கின்றன.; என் வீட்டின் பின்புறத்தில் நீச்சல் குளம் இருக்கிறது.</p> <p>Engage in individual and collaborative tasks that involve organising displays, planning outings and conducting events, such as performances, or activities; for example, building models, and completing transactions in places such as a café or a market</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information and relate experiences about free time; for example, நான் மாலை நேரத்தில் வீட்டுப் பாடங்களைச் செய்வேன். அத்துடன் காணொளி விளையாட்டு விளையாடுவேன்.; நீங்கள் மாலை நேரத்தில் என்ன செய்வீர்கள்?/நீ மாலை நேரத்தில் என்ன செய்வாய்? சிறுநண்டியகத்திற்கு போகலாமா?; வானிலை நன்றாக இருக்கும் போது நான் கடற்கரைக்குச் செல்வேன்.</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences; for example, அவன் என் அண்ணன்.; அவன் நல்லவன்./அவர் என் அண்ணா.; அவர் நல்லவர். மன்னிக்கவும் ராதா.; ஆனால் ...; நான் நினைக்கிறேன் ...; நான் நிச்சயமாக சம்மதிக்கவில்லை.</p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Tamil, developing projects or budgeting for a shared event</p>
Australian Curriculum v9	<p>Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment</p> <p>Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	

	Year 3	Year 4	Year 5	Year 6
Proposed WA Curriculum	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>Participate in activities using some modelled language to complete tasks and play games</p> <p>Recognise and respond to classroom-related language</p>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>Participate in collaborative activities using a range of familiar phrases and modelled language</p>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>Participate in collaborative activities that involve planning, to share information, preferences and ideas</p>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>Participate in collaborative activities that involve planning and negotiating, to share ideas and preferences</p>

Sub-strand: Informing

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds using simple statements, short descriptions and modelled texts</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>
Australian Curriculum v9	<p>Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>Develop strategies to comprehend and adjust Hindi language in familiar contexts to convey cultural meaning</p>		<p>Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>Apply strategies to interpret and convey meaning in Hindi language in familiar non-verbal, spoken and written cultural contexts</p>	
Proposed WA Curriculum	<p>Locate key information in familiar texts, and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>Begin to develop strategies to comprehend and adjust Tamil language in familiar contexts to convey cultural meaning</p>	<p>Locate key information in familiar texts, and respond using formulaic phrases and simple sentences</p> <p>Develop strategies to comprehend and adjust Tamil language in familiar contexts to convey cultural meaning</p>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>Begin to apply strategies to interpret and convey meaning in Tamil language in familiar non-verbal, spoken and written cultural contexts</p>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>Apply strategies to interpret and convey meaning in Tamil language in familiar non-verbal, spoken and written cultural contexts</p>

Sub-strand: Creating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports	Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language	Share responses to characters, events and ideas in imaginative texts, such as stories, dialogues, cartoons, television programs or films, and make connections with their own experience and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	Share and compare responses to characters, events and ideas and identify cultural elements in imaginative texts Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
Australian Curriculum v9	Create and present informative and imaginative spoken, written and multimodal texts using modelled Devanāgarī script in simple sentences, and formulaic expressions		Create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures in Devanagari script to sequence information and ideas, and conventions appropriate to text type	
Proposed WA Curriculum	Create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions	Create and present informative and imaginative texts using familiar phrases and sentences, and modelled textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions	Create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context

Sub-strand: Translating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Translate words and expressions in simple texts, such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts, such as Tamil translations of மிகவும் பசியுள்ள கம்பளிப்பூச்சி, The Very Hungry Caterpillar, and ஓர் ஈயை விழுங்கிய மூதாட்டி, The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of language and culture that are different from English	Translate words and expressions in simple texts, such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret	Translate words, phrases and expressions in simple texts, such as Tamil translations of மிகவும் பசியுள்ள கம்பளிப்பூச்சி, The Very Hungry Caterpillar, and ஓர் ஈயை விழுங்கிய மூதாட்டி, The Old Woman Who Swallowed a Fly, to compare meanings and share understandings about aspects of language and culture that are different from English
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice what looks or feels similar or different to their own language and culture when interacting in Tamil; for example, gestures such as standing up for elders and joining both palms to say Vanakkam	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in English-and Tamil-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments; for example, Diwali or Deepavali celebrations
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

DRAFT

Strand: Understanding

Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Recognise, reproduce and pronounce the consonant sound; for example, வ், ய், ல், ள், ங், ஞ், ற்</p> <p>Recognise, reproduce and pronounce the Tamil consonants with short and long vowel sound; for example, வ, வா, ய, யா, ல, லா, ள, ளா, ங, ஙா, ஞ, ஞா, ற, றா</p> <p>Recognise, trace and copy Tamil characters with straight lines and curved lines; for example, வ், வ, வா, ய், ய, யா, ல், ல, லா, ள், ள, ளா, ங், ங, ஙா, ஞ், ஞ, ஞா, ற், ற, றா</p> <p>முதல் இரண்டு உயிரெழுத்துகளுடன் (அ, ஆ) மெய் எழுத்துகளை(ண், ன், வ், ய், ல், ள், ங், ஞ், ற்) இணைத்தல்.</p> <p>Form words using syllables of vowels and consonants; for example, வட்டம், யார், பல், நாள்</p> <p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing people and animals using subject pronouns, gender and adjectives; for example, அவன், அவள், அவர், அது; அண்ணன், அக்கா, தம்பி, தங்கை; என் நண்பன் மிகவும் நல்லவன். expressing quantity using cardinal numbers, such as நாற்பது, ஐம்பது, நூறு, முந்நூறு, and ordinal numbers, such as நாற்பதாவது, ஐம்பதாவது describing objects in the singular and plural forms; for example, பெட்டி - 	<p>Recognise, reproduce and pronounce the Tamil consonants with short and long vowel sounds, such as இ, ஈ, உ, ஊ, ஐ, on their own and when combined with consonants; for example, கி, கீ, கு, கூ, கை</p> <p>Understand the hard consonants and their conjunctions with soft consonants (இன எழுத்துகள்); for example, (ங்-க்) (ஞ்-ச்) (ண்-ட்) (ந்-த்) (ம்-ப்) (ன்-ற்)</p> <p>Recognise, trace and copy Tamil characters with straight lines and curved lines; for example, கி, கீ, கு, கூ, கை</p> <p>அடுத்த ஐந்து உயிரெழுத்துகளுடன் (இ, ஈ, உ, ஊ, ஐ) மெய் எழுத்துகளை இணைத்தல்</p> <p>Form words using syllables of vowels and consonants; for example, இவர், சிங்கம், வீரம், ஆமை, உடல்</p> <p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> using simple adjectives to describe places and objects; for example, சிறிய அலுவலகம், பச்சைப் பெட்டி using singular and plural forms, with their appropriate letter change; for, example, மரம் - மரங்கள், பல் - பற்கள் telling the time on the hour; for example, நேற்று நான் காலை ஏழு மணிக்குப் பள்ளிக்குச் சென்றேன். expressing time periods by using days of the week; for example, நான் திங்கட்கிழமை கூடைப்பந்து விளையாடுவேன். 	<p>Recognise that the 12 vowels and the 18 consonants combine to make vowel-consonant sounds that follow the pattern of sounds for all consonants of the Tamil alphabet; for example, கெ, கே, கொ, கோ, கௌ</p> <p>Recognise the specific sound difference between consonants and the correct pronunciation of the same to avoid distorting the meaning of the word (மயங்கொலிகள்); for example, வாணம், வானம், பணி, பனி</p> <p>Understand that vowels and consonants combine to make composite letters; for example, கெ, கே, கொ, கோ, கௌ</p> <p>அடுத்த ஐந்து உயிரெழுத்துகளுடன் (எ, ஏ, ஒ, ஓ, ஔ) மெய் எழுத்துகளை இணைத்தல்</p> <p>Recognise and identify that the 18 consonants combined with the 12 vowels and an <i>Ayutha</i> or soul letter ஃ combine to make the 247 characters in the Tamil language</p> <p>Form words using syllables of vowels and consonants; for example, எட்டு, பெயர், கொக்கு, கோழி, ஔவையார்</p> <p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing objects in the noun groups (common, specific and collective); for example, கிழமை, புதன்கிழமை, கூட்டம் describing people/objects in the domain (rational, irrational); for example, நண்பன், பூனை referring to people and things using pronouns such as personal, proximate, remote, 	<p>Recognise and enunciate words, and combine these aspects to construct sentences; for example, இது ஒரு கறுப்புக் குதிரை.</p> <p>Understand and write டகர வரிசை; for example, ட, டா, டி, டீ, டு, டூ, டெ, டே, டை, டொ, டோ, டௌ (Da letters), followed by ப வரிசை எழுத்துகள் and the subsequent letters.</p> <p>Understand that the <i>Grantha</i> letters ஸ, ஹ, ஷ, ஶ, ஶ்ர, ஶ்ரீ are also used at times in the Tamil language; for example, கிருஷ்ணா, ஜெய், ஹரி (<i>Krishna, Jey, Hari</i>)</p> <p>Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> using adjectives to describe people, activities and things; for example, இந்த தோசை மிருதுவாகவும் சுவையாகவும் இருக்கிறது. comparing and evaluating using comparatives and superlatives; for example, எனக்கு தொலைக்காட்சி பார்ப்பதைவிட காற்பந்து விளையாடவே விருப்பம். using adverbs to describe the frequency, quantity, and quality of verbs; for example, தினந்தோறும், அதிகமாக, மகிழ்ச்சியாக using prepositions; for example, முன்பு, பிறகு, இன்று, நேற்று, நாளை understanding the rules for past, present and future tenses and taking note of the use of tense marker to differentiate tenses; for example, ட், த், ற், கிறு, கின்று, வ், ப்; குடித்தான், குடிக்கின்றான், குடிப்பான் expressing reactions with exclamations; for example, எவ்வளவு அழகு!

	Year 3	Year 4	Year 5	Year 6
	<p>பெட்டிகள்-கதவு - கதவுகள்-பந்து - பந்துகள்</p> <ul style="list-style-type: none"> • using pronouns such as உனக்கு, உனக்காக to refer to relationships between people and things; for example, நாங்கள் காற்பந்து விளையாட புதிய காலணிகள் வாங்கினோம். • using imperatives; for example, கையை உயர்த்துங்கள்/ உயர்த்து!, புத்தகத்தைத் திறவுங்கள்!/திற! • giving praise, gratitude and encouragement; for example, நன்று, மிக நன்று, மீண்டும் முயற்சி செய், நன்றி, மிக்க நன்றி • recognising that the same rules of punctuation apply as in English, for example using full stops, commas, question marks and exclamation marks • developing number knowledge for 31 to 40 <p>Begin to develop a metalanguage in Tamil for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Tamil texts</p>	<ul style="list-style-type: none"> • describe the location of objects; for example, கீழே, உள்ளே, அருகில், பின்னால் • seeking information using questions; for example, எப்போது? எங்கே? எங்கிருந்து? • linking ideas using conjunctions; for example, ஆகையால், ஆனால், மற்றும், அத்துடன் • understanding the rules for subject-object-verb sentence construction; for example, நான் தோசை சாப்பிட்டேன்.; and possessive word order; for example, என் தம்பியின் புத்தகம். • using past, present and future tenses and taking note of their different forms; for example, விளையாடினேன், விளையாடுகிறேன்; விளையாடுவேன் • directing others using imperatives, such as கூடாது!, சீக்கிரம்!, கவனம்!, and inviting others using polite forms; for example, தயவு செய்து அமருங்கள். • developing number knowledge for 41 to 60 <p>Begin to develop a metalanguage in Tamil for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts, such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>	<p>possessive; for example, நான், எனது, அந்த, இங்கே, நாங்கள்</p> <ul style="list-style-type: none"> • using masculine, feminine, common, neuter singular and neuter plural forms of nouns; for example, சகோதரன், சகோதரி, சகோதரர், முயல், முயல்கள் • observing the relationship between gender and verb endings; for example, அவன் எழுதுகிறான், அவள் எழுதுகிறாள், நாங்கள் எழுதுகிறோம். • seeking information and explanation indicating location using prepositions to expand on spoken or written interactions; for example, மேலே, உள்ளே, அங்கிருந்து, அங்கே • creating cohesion using prepositions; for example, பிறகு, முன்பு; நான் காலை உணவுக்குப் பிறகு என் தங்கையோடு பள்ளிக்குச் செல்வேன். • using antonyms, such as உள்ளே - வெளியே-மேலே - கீழே • using question words, such as யாருடன்? எதற்கு? எதில்? • developing number knowledge for 61 to 80, and using a dozen, a decade, and a century <p>Build a metalanguage in Tamil to comment on vocabulary and grammar, and describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Tamil texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<ul style="list-style-type: none"> • becoming aware of the Tamil subject-object-verb structure; for example, எனக்கு நாய்க்குட்டி விருப்பம். • using joining words and split words; for example, without change (இயல்புப்புணர்ச்சி) மலர்+மாலை= மலர்மாலை with change (விகாரப்புணர்ச்சி) திரை+படம்= திரைப்படம் • developing number knowledge for 81 to 100, one thousand, one hundred thousand and one million, ஆயிரம், பத்தாயிரம், இலட்சம் and reading numbers like '2022' as இரண்டாயிரத்து இருபத்தி இரண்டு. <p>Build a metalanguage in Tamil to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how Tamil texts use language in ways that create different effects and suit different audiences</p>
Australian Curriculum v9	<p>Recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Hindi to form words and phrases</p> <p>Recognise Hindi language and some script conventions, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Recognise familiar Hindi language features and compare with those of English, in known contexts</p>		<p>Apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases</p> <p>Use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts, using appropriate punctuation and textual conventions</p> <p>Compare some Hindi language structures and features with those of English, using some familiar metalanguage</p>	

	Year 3	Year 4	Year 5	Year 6
Proposed WA Curriculum	<p>Recognise and experiment with combinations of sounds and syllables, and use pronunciation and intonation patterns of Tamil to form words and phrases</p> <p>Recognise simple Tamil language conventions, Tamil script rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify familiar Tamil language features and compare with those of English, in known contexts</p>	<p>Recognise and use combinations of sounds, pronunciation and intonation patterns of Tamil to form words, phrases and simple sentences</p> <p>Recognise and use simple Tamil language conventions, Tamil script rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify and describe familiar Tamil language features and compare with those of English, in known contexts</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Tamil to develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare Tamil language structures and features with those of English, using familiar metalanguage</p>	<p>Apply combinations of sounds, pronunciation and intonation patterns of Tamil to further develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare and discuss Tamil language structures and features with those of English, using familiar metalanguage</p>

Sub-strand: Language variation and change

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use	Understand that different ways of using Tamil language reflect different regions and countries, different relationships and different ways of making meaning	Understand that there are variations in Tamil as it is used in different contexts by different people; for example, formal/informal register and regional variations	Understand that the Tamil language is used differently in different contexts and situations
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	Notice differences between Tamil, Australian and other cultures' practices and how these are reflected in language	Understand that Tamil is an important global language used by communities in many countries around the world and that it has connections with several other languages Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are different forms of spoken and written Tamil used in different contexts within Tamil Nadu and in other regions of the world Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others	Understand that the Tamil language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge Understand that language and culture are integral to the nature of identity and communication
Australian Curriculum v9	Identify connections between Hindi language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal, spoken and written communication	
Proposed WA Curriculum	Identify connections between language and cultural practices	Identify and discuss connections between language and cultural practices	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication	Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about and share opinions, thoughts and feelings on people, social events and school experiences; for example, என் சகோதரி என்னைக் கோபம் அடையச் செய்தாள் ஏனெனில் ...; நேற்று இரவு நான் என் நண்பர்களுடன் திரையரங்கத்திற்குச் சென்றேன்.; எனக்கு இசை/ கணினி/கணிதம் விருப்பம்/விருப்பமில்லை.; நீங்கள்/நீ மீண்டும் இவ்வருடம் படிப்பதென்றால் ...</p> <p>Engage in individual and collaborative tasks that involve planning; for example, hosting a Tamil class or visitor, or organising an excursion to a South Indian restaurant, the cinema, a music concert, or a Tamil Association Open Day Function or Market considering options, negotiating arrangements and participating in transactions</p>	<p>Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel; for example, நீங்கள் விடுமுறைக்கு எங்கு சென்றீர்கள்?/நீ விடுமுறைக்கு எங்கு சென்றாய்?; நான் சென்னையில் வசிக்கும் என் பெற்றோர்களின் நண்பர்களோடு தங்கி இருந்தேன்.; நீங்கள் கோடைக்கால சுற்றுலாவிற்கு சென்றீர்களா?/நீ கோடைக்கால சுற்றுலாவிற்கு சென்றாயா?; நான் மாகரெட்ரிவர் சென்று அதன் பிறகு அல்பணி சென்றேன்.; வருடப்பிறப்பு கொண்டாட்டத்தை எவ்வாறு கொண்டாட இருக்கிறீர்கள்?/இருக்கிறாய்?; நாங்கள் நண்பர்களுடனும் குடும்பினருடனும் சேர்ந்து இரவு உணவு உண்ணப்போகிறோம்.; இவ்வருடம் நாங்கள் நள்ளிரவு பன்னிரண்டு வரை விளையாடிய பிறகு வானவேடிக்கையைப் பார்க்க மாடி முகப்பிற்குச் சென்றோம்.</p> <p>Engage in individual and collaborative tasks that involve planning experiences and activities, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services; for example, a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event or trip, an excursion to a South Indian restaurant, a sporting event or community festival, such as Pongal Festival</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, and compare and justify personal opinions about aspects of childhood, teenage life and relationships; for example, தற்போது, எதிர்காலத்தில்; எனக்கு பத்து வயது இருக்கும் போது ...; இளம்வயதினராக இருப்பது நல்லது அல்லது கடினமானது காரணம் ...; என் கருத்தின் படி ...; உங்கள்/உன் கருத்து என்ன?; என்னைக் கேட்டால் ...; நான் ஒரு போதும் சம்மதிக்க மாட்டேன்.</p> <p>Engage in individual and collaborative tasks that involve planning and managing activities, events or experiences, exchanging resources and information; for example, planning a display or performance to illustrate their memories of aspects of their childhood, or organising a forum to raise awareness of issues of interest to teenagers</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to discuss young people's experiences and interest in contemporary culture and social issues; for example, இளைஞர்களின் ஆரோக்கியம், மொழியைக் கற்றல், தற்கால மற்றும் எதிர்கால பொறுப்புகளும்.</p> <p>Express feelings and justify opinions; for example, உங்களுக்கு/உனக்கு எப்படி இருக்கிறது?; உங்களுக்கு/உனக்கு தமிழ் படிக்க கடினமாக இருக்கிறதா?; எனக்கு, நான் நினைக்கிறேன்...; சூழலின் தூய்மையைப் பேண என்ன செய்ய வேண்டும்?; அடுத்த வருடம் நீ என்ன படிக்கப் போகிறாய்?/நீங்கள் என்ன படிக்கப் போகிறீர்கள்?</p> <p>Contribute ideas, opinions and suggestions in individual and collaborative tasks, exchanging resources and information, solving problems and managing diverse views; for example, organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues</p>
Australian Curriculum v9	Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others		Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others	

	Year 7	Year 8	Year 9	Year 10
	Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events		Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences	
Proposed WA Curriculum	<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p>	<p>Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences about Tamil-speaking countries/communities and their culture</p> <p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p>	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p>

Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p>	<p>Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds, and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences</p>	<p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>Convey information and ideas, and offer their own views, on texts related to aspects of their personal and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes</p>	<p>Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds, such as regional news headlines, local community announcements and advertisements, and identify how context and culture affect how information is presented</p> <p>Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes</p>
Australian Curriculum v9	<p>Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and adjust non-verbal, spoken and written language to convey meaning in Hindi language in familiar and some unfamiliar cultural contexts</p>		<p>Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts; and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	

	Year 7	Year 8	Year 9	Year 10
Proposed WA Curriculum	Locate, and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience Apply strategies to translate and convey meaning in and between languages in familiar contexts	Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts	Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts	Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts

Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Respond to imaginative texts, such as songs, poems, plays or stories, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences to entertain peers and younger audiences	Respond to imaginative texts, such as raps, poems, picture books or cartoons, analysing ideas, themes, values and techniques used to engage and entertain audiences, and make connections with personal experiences and other imaginative texts in own language and culture Create and present a range of simple texts that involve imagined contexts and characters, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Discuss how imaginative texts, such as பாரதியார் அல்லது பாரதிதாசன் கவிதைகள், reflect Tamil cultural values or experiences through using structure, language and mood to build action, develop character and position the reader/audience Create and present imaginative texts that involve moods and effects and are designed to engage different audiences	Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons, films, songs, dance, street art and performance; for example, பாரதியார் கவிதைகள் Create and present a range of imaginative texts on themes of personal or social relevance to express ideas or reflect cultural values, social issues or experience
Australian Curriculum v9	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context		Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	
Proposed WA Curriculum	Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions appropriate to context, purpose, and audience	Create informative, imaginative and personal texts selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences

Current WA sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and/or interpret texts, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another; for example, how popular Tamil expressions and idioms, such as கல்யாணம் என்பது ஆயிரம் காலத்துப் பயிர்; எனக்கு ஏற்கனவே காது குத்தியாச்சு, can create confusion when translated literally
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Interact and engage with members of the Tamil speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use; for example, ways of expressing feelings, or politeness protocols associated with social events Consider how their own biography – including personal experiences, family origins, traditions and beliefs, interests and experience – influences their identity and communication	Participate in intercultural interactions with members of the Tamil-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses Consider how their own biography influences their identity and communication, and shapes their own intercultural experiences	Monitor language choices when using Tamil, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Reflect on the experience of learning and using Tamil, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives Explore and express own cultural identity and ability to act as a cultural mediator between Tamil speakers and other Australians
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Recognise that in Tamil, the 12 vowels and 18 consonants combine to form vowel- consonant sounds that follow the pattern of sounds for all consonants of the Tamil language; for example, 12 உயிர் எழுத்துகள், 18 மெய் எழுத்துகள், 216 உயிர்மெய் எழுத்துகள்</p> <p>Recognise and use the hard consonants and their conjunctions with soft consonants (இன எழுத்துகள்); for example, (ங்-க்) (ஞ்-ச்) (ண்-ட்) (ந்-த்) (ம்-ப்) (ன்-ற்)</p> <p>Understand and write the</p> <ul style="list-style-type: none"> 12 vowels: அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஓ, ஔ Ayutha letter (ஆய்த எழுத்து); ஃ 18 consonants: க், ங், ச், ஞ், ட், ண், த், ந், ப், ம், ய், ர், ல், வ், ழ், ள், ற், ன் 216 composite letters <p>Identify the sound of three groups of consonants as வல்லினம் (க், ச், ட், த், ப், ற்), மெல்லினம் (ங், ஞ், ண், ந், ம், ன்), இடையினம் (ய், ர், ல், வ், ழ், ள்); for example, தமிழ் - த (வல்லினம்) மி (மெல்லினம்) ழ் (இடையினம்)</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing the various noun types (thing, place, period, part, abstract and gerund); for example, கடிகாரம், நாடு, காலை, கை, நல்லவள், நடிப்பு describing qualities of people using adjectives of character and appearance; for example, கோபக்காரன், கருணை உள்ளம் படைத்தவன், நகைச்சுவையுணர்வு கொண்டவர், நல்ல குணம் படைத்தவர். using singular and plural possessive adjectives; for example, ராமன் பையைத் 	<p>Recognise and enunciate words and combine them to construct sentences; for example, அவள் என் தோழி, இது என் வீடு.</p> <p>Recognise the specific sound difference between consonants, and the correct pronunciation of the same, to avoid distorting the meaning of the word (மயங்கொலிகள்) in Tamil where the meanings of the words differ; for example, வலி, வளி, வழி, கரி, கறி, மனை, மனை</p> <p>Recognise and use குற்றியலுகர எழுத்துகள் when joining words; for example, கு, சு, டு, து, பு, று; கேட்டு+சொல்=கேட்டுச்சொல் (வல்லினம் மிகும் இடங்கள்)</p> <p>Consolidate the use of punctuation to make meaning when understanding and creating Tamil texts</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> indicating quantity using அதிகமான, பெருமளவில் using classifiers; for example, சீப்பு, கட்டு, கும்பல், மந்தை using indefinite terms; for example, பல, சில specifying place and location; for example, இங்கே, அங்கே, மேலே, கீழே comparing and contrasting; for example, அதைவிட, மிகவும், ஒப்பிடுகையில், அதனிலும் using articulated prepositions வீட்டுக்கு, கூடத்திலிருந்து plus article, ஒரு, ஓர் expressing emotions; for example, பிரமாதம்!, அடேங்கப்பா!, ஐயோ!, மிக்க மகிழ்ச்சி, நன்று 	<p>Recognise and use sound intonation and comparing pronunciation; for example, எடுத்தேன், எடுத்தன், நினைத்தேன், நெனைச்சன்</p> <p>Recognise that not all letters can be used as the first letter of a word; for example, ங, ழ, ள</p> <p>Understand and use some single-letter words in Tamil; for example, கை, மை, பை, கோ, ஈ, பூ, தீ</p> <p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing people and things using compound nouns; for example, நீல வானம், நல்ல மனிதர், பச்சைக்கிளி describing the qualities of people and things using noun-adjective phrases; for example, கெட்டிக்காரப் பையன், நல்ல விடுதி, அழகான ஓவியம் describing people and things using comparative and superlative adjectives; for example, அதைவிடப் பெரியது, எல்லாவற்றிலும் பெரியது, அதுவே பெரியது using qualitative adjectives in sentences; for example, அழகிய, அழகான, அலங்கரிக்கப்பட்ட beginning to use reflexive pronouns and verbs in modelled sentences; for example, நாளை, என்னையே, எனக்கே, நீங்களே, அவனே, அவர்களே, தாமே, தமக்கே using indicators of groups or collective nouns; for example, கும்பல், ஜோடி, மூவேந்தர் 	<p>Recognise and use correct sound pronunciation, intonation and rhythm in spoken text in a poem, song or story; for example, தமிழுக்கும் அமுதென்று பேர் ...</p> <p>Compare how spoken Tamil is different in various parts of India, Sri Lanka and other Tamil-speaking countries, and that each dialect is influenced by the local language of the region.</p> <p>Recognise, understand and use Grantha letters, which are used for writing Sanskrit words; for example, ஷ் as in கிருஷ்ணன், ஹ as in ஹரிஹரன்</p> <p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Tamil grammatical system, including:</p> <ul style="list-style-type: none"> describing direct object pronouns; for example, தேவி மேடையில் நடனம் ஆடினாள். recognising indirect object pronouns; for example, ராமன் தனது மனைவிக்கு கழுத்தணியைக் கொடுத்தான். using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, such as describing events across different times, choosing appropriate tenses; for example, காலையில் திருவிழா இடம் பெற்றது.; தற்போது பேச்சுப்போட்டி நடைபெற்றுக் கொண்டிருக்கிறது.; இன்று இரவு பெர்த் கலைக்கூடத்தில் கலைநிகழ்ச்சி நடைபெறும். introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions; for example, கருத்தின் படி, மேலும்

	Year 7	Year 8	Year 9	Year 10
	<p>தொலைத்து விட்டான்.; அவர்களின் பெற்றோர்கள் வயதானவர்கள்.</p> <ul style="list-style-type: none"> describing possession using possessive pronouns and in noun-adjective phrases; for example, என் தந்தை உயரமானவர்.; என் தாயார் நல்லவர். indicating quantity using plurals; for example, பழங்கள், பூனைகள், மூன்று புத்தகங்கள், நிறையப் புத்தகங்கள் demonstrating the use of suitable pronouns for singular and plural nouns; for example, அவன்/அவள் - அவர்கள் learning to use possessive adjectives in their first-, second- and third-person forms when talking about family and possessions; for example, என் குடும்பம், உன் குடும்பம், அவன் குடும்பம் learning to use adverbs to qualify verbs; for example, அதிகமாக, பெரும்பாலும், ஏறக்குறைய, கிட்டத்தட்ட, முக்கியமாக using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day; for example, ஒன்று, மூன்று, இரண்டாவது, ஐந்தாவது; முதல் வகுப்பு காலை எட்டு மணிக்குத் தொடங்கும். observing the relationship between gender and verb endings; for example, அமலன் வருகிறான்.; கோமதி வருகிறாள்.; அவர்கள் வருகிறார்கள். locating events in time – for example, days, dates, and months, such as சனிக்கிழமை, ஆடி மாதம், டிசம்பர், வார இறுதி நாள் – and referring to the past and future using time indicators, such as நேற்று, இன்று, நாளை using past tense, present tense and future tense; for example, நான் விருந்துக்குச் சென்றேன்.; நான் தோசை சாப்பிடுகிறேன்.; நான் கூடைப்பந்து விளையாடுவேன். 	<ul style="list-style-type: none"> using adverbs to qualify verbs; for example, பெரும்பாலும், ஏறக்குறைய, கிட்டத்தட்ட, முக்கியமாக locating events in time, such as days, dates and months; for example, நான் வார இறுதி நாட்களில் காற்பந்து விளையாடுவேன்; referring to the past and future using time indicators, such as முன்பு, பிறகு, நேற்று, நாளை seeking information using interrogatives; for example, எவ்வளவு நேரம்?, எத்தனை மணி?, நேரம் என்ன? referring to length of time; for example, வெகு நேரம், பல நாள், நீண்ட நேரம் beginning to refer to events and time using frequency markers; for example, சில நேரங்களில், பெரும்பாலும், என்றாவது, ஒரு முறை, அவ்வப்போது, பல முறை, ஒரு போதும், இன்று காலை, முடிந்தபின், பிறகு using information-gathering questions, such as எங்கே? எப்போது? எந்த நாள்? என்றைக்கு? accepting or declining invitations; for example, அழைப்புக்கு நன்றி, மன்னிக்கவும், என்னால் வர இலாது. using negative constructions including the double negative; for example, கூடவே கூடாது, முடியவே முடியாது using the subject-object-verb construction when writing sentences; for example, நாங்கள் தோசை சாப்பிட்டோம். using verbs in past, present and future tenses; for example, படித்தான், படிக்கிறான், படிப்பான் using verbs to express action and time; for example, அவன் தினந்தோறும் செய்தித்தாள் படிப்பான்.; ராமன் வாரநாட்களில் பந்து விளையாடுவான்.; இறுதியில் சாந்தி வெற்றி பெற்றான். indicating negation; for example, கூடாது, சரிசமமல்ல, அதுவல்ல 	<ul style="list-style-type: none"> using terms of address; for example, தாய்மார்களே, அவர்களே, ஐயா using classifiers; for example, சீப்பு, கட்டு, பிடி, முழம் describing people, things and time using acronyms and abbreviations; for example, டி.நகர் (T. Nagar), கி.மு (B.C), கி.பி (AD) using comparative and superlative forms of adverbs and adjectives; for example, ராமு அவனை விட வேகமாக ஓடினான். expressing imagination by using imagery; for example, காற்று கடுமையாக வீசுகிறது. maintaining interactions using rhetorical devices – for example, உண்மையா?, அதுவல்ல – and verbal fillers, such as இல்லையெனில், மூலம், இவ்வாறு, முதன் முறையாக, using modal verbs, such as செய்ய வேண்டும், திறமையாக, அவசியமாக, கண்டிப்பாக; அவசியமாக ஆசிரியரைச் சந்திக்க வேண்டும். using synonyms; (ஒரு சொல் பல பொருள்) for example, சூரியன் – ஆதவன், கதிர்வன், ஞாயிறு அரசன்- கோ, மன்னன், வேந்தன் recognising and using homonyms (பல்பொருள் ஒரு சொல்); for example, திங்கள் - மாதம், சந்திரன், வாரநாள் referring to the past, present and future, and relating events in time using adverbs; for example, முன்பு, அடுத்து, வருமுன், பிறகு indicating possibility; for example, இருக்கலாம், இருக்கக்கூடும், ஒரு சமயம், ஒரு வேளை; அவன் ஒரு வேளை அங்கு வராமல் இருக்கலாம். well-wishing; for example, நம்புகிறேன், நம்பிக்கையுடன், வாழ்த்துகள், நன்று 	<ul style="list-style-type: none"> using connectors to form paragraphs; for example, முதலில், அடுத்தபடியாக, எனவே, மேலும், இறுதியாக, ஆகவே expressing opinions; for example, நினைக்கிறேன், நான் உணர்கிறேன், நான் அதிகமாக விரும்புவது, ஒப்பிடும் போது, என் சார்பில் using encouraging words, such as முயற்சி செய்ய, advising words, such as, செய்தாக வேண்டும், கட்டாயம், உறுதியாக, and evaluating words, such as, என் கருத்தின் படி, என்னைப் பொறுத்தவரை, என் நம்பிக்கையின் படி, ஒரு புறம், எதிர்மாறாக using the modal verbs செல்ல வேண்டும், திறமையாக, முடிக்க வேண்டும், அவசியம் எழுத வேண்டும்; for example, நீங்கள் ஏன் தமிழைத் தொடர்ந்து படிக்கிறீர்கள்?; நான் பல்கலைக்கழகம் தொடங்கும் முன் அமெரிக்கா செல்ல விரும்புகிறேன். using similes in sentences; for example, எலியும் பூனையும் போல; நகமும் சதையும் போல using metaphors; for example, செவ்விதழ்கள், கயல்கண், முத்துப்பல் using phrases and idioms to express complex ideas in simple ways; for example, உச்சி குளிர்ந்தல், முதலைக்கண்ணீர் understanding the function of proverbs and quotations; for example, அடாது செய்தவன் படாது படுவான்.; அப்பன் அருமை மாண்டால் தெரியும்.; திரைகடல் ஓடியும் திரவியம் தேடு. indicating register using colloquial and formal language; for example, இல்ல, எப்போ?, எவள?, மதிப்பிற்குரிய understanding the structure of complex sentences; for example, காரணத்தோடு வரும் துன்பங்களை விவேகத்தோடு சமாளிக்க வேண்டும். - கவியரசு கண்ணதாசன்

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> connecting or elaborating clauses by using joining words to create complex sentences, such as ஆகையால்; for example, அவன் குறிப்பட்ட நேரத்திற்குச் சென்றதால் விளையாட்டுப் போட்டியில் தாமதமின்றி கலந்து கொள்ள முடிந்தது. making comparisons, such as அதேசமயம், and indicating similarities and differences; for example, வெவ்வேறு, சமமான using adjectival participles and adverbial participles in sentences; for example, செய்ய, நடக்க, நிற்க; ஆசிரியர் சொல்கின்ற கதைகள் பயனுள்ளவை.; இசையைக் கேட்க விரும்புகிறேன். using joining words and split words without change; for example, இயல்புப்புணர்ச்சி, மாலை+நேரம்=மாலைநேரம்; பிறந்த+நாள்=பிறந்தநாள் expressing likes and dislikes using பிடிக்கும்/பிடிக்காது, விருப்பம்/விருப்பமில்லை seeking information using a range of question words; for example, யார்? எது? எப்படி? எவ்வளவு? எங்கு? எங்கே? எதிலிருந்து? எங்கிருந்து? எப்போது? using exclamations; for example, காப்பாற்றுங்கள்! ஓ! அதுவா! ஐயோ! conveying best wishes using exclamatory verbs; for example, நல்வாழ்த்துகள்!; பாராட்டுகள்! becoming familiar with imperatives; for example, அமருங்கள்!, வாருங்கள்! showing understanding of vowels by reciting single-line verses where each verse starts with a vowel in sequence; for example, அறம் செய்ய விரும்பு, ஆறுவது சினம், இயல்வது கரவேல் using joining words and split words without change, for example, joining words without change, இயல்புப்புணர்ச்சி); மாலை+நேரம்=மாலைநேரம் பிறந்த+நாள்=பிறந்தநாள் 	<ul style="list-style-type: none"> expressing modality; for example, முடியும், ஆகட்டும், வேண்டும் describing a state of action; for example, முடிந்தது, இன்னும் இல்லை using modal verbs to express ability, possibility, likelihood and permission; for example, முடியும், சாத்தியம், வாய்ப்பு, அனுமதி creating cohesion using conjunctions; for example, ஆதலால், அதனால், உம், ஆகையால், காரணத்தால், எனினும், ஆனால், ஏனென்றால் creating compound and complex sentences by using conjunctions; for example, ஐங்கரனும் கோவலனும் இன்று வந்தார்கள். யாதவி நட்புடன் பழகுவதால் அவளுக்கு நிறைய நண்பர்கள் இருக்கிறார்கள். recognising and using synonyms (ஒத்த சொற்கள்), such as பள்ளி, பாடசாலை, and antonyms (எதிர்ச்சொற்கள்), such as மதித்தல் - அவமதித்தல், இன்பம் - துன்பம் adding cases (வேற்றுமைகள்), such as பெயர், ஐ, ஆல், ஆன், ஓடு, ஓடு, கு, இல், இன், அது, உடைய, இடம், விளி, for example, மாதவன் புத்தகத்தைத் திறந்தான்; தவமணியின் வீடு பெரியது. using joining words with change (விகாரப்புணர்ச்சி); for example <ul style="list-style-type: none"> appear (தோன்றல்) உயிர்+ உயிர் மணி+ஓசை=மணியோசை உயிர்+மெய் திரை+படம்=திரைப்படம் understanding the use of active and passive voice according to the context; for example, குமணன் சித்திரம் வரைந்தான்.;குமணனால் சித்திரம் வரையப்பட்டது. 	<ul style="list-style-type: none"> using sequencing words in paragraphs; for example, முதலில், அடுத்து, மேலும், கடைசியாக, மற்றொன்று, சுருக்கமாக using cohesive devices; for example, எனினும், ஆனால், உம் recognising word order; for example, எனக்கு கூடைப்பந்து விளையாட விருப்பம்.; கூடைப்பந்து எனக்கு விருப்பமான விளையாட்டு. using composition, stacking and interactive phrases to express complex ideas in a simple way; for example, ஆடிப்பாடி, பாய்ந்து பாய்ந்து, கலகல, சலசல using joining words with change விகாரப்புணர்ச்சி; for example <ul style="list-style-type: none"> disappear (கெடுதல்) <ul style="list-style-type: none"> உயிர்+உயிர் பட்டு+ஆடை=பட்டாடை மெய்+உயிர் வானொலி=வான்+ஒலி and convert (திரிதல்) <ul style="list-style-type: none"> மெய்+மெய் கண்+நீர்=கண்ணீர் recognising and using கலைச்சொற்கள்; for example, <ul style="list-style-type: none"> இயங்கலை – online வலைத்தளம் – website வலையொளி – YouTube <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Examine the interrelationship between different text types, language choices, audience, context and purpose</p>	<p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Analyse how different types of text incorporate cultural and contextual elements</p>

	Year 7	Year 8	Year 9	Year 10
	<p>for example split words with out change, வாழ்த்துமடல் = வாழ்த்து+மடல்</p> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p> <p>Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction</p>	<ul style="list-style-type: none"> Continue to build a metalanguage to describe grammatical concepts and to organise learning resources Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres 		
Australian Curriculum v9	<p>Apply knowledge of conventions of spoken Hindi to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>Apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>Reflect on similarities and differences between Hindi and English language structures and features, using metalanguage</p>		<p>Apply features and conventions of spoken Hindi to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>Apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas</p> <p>Reflect on and evaluate Hindi texts, using metalanguage to analyse language structures and features</p>	
Proposed WA Curriculum	<p>Apply knowledge of familiar linguistic features of spoken Tamil to interact with developing fluency</p> <p>Apply knowledge of linguistic features of Tamil to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Tamil and English, using metalanguage</p>	<p>Apply knowledge of linguistic features of spoken Tamil to interact with increased fluency</p> <p>Apply knowledge of linguistic features of Tamil to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Tamil and English, using metalanguage</p>	<p>Apply linguistic features of spoken Tamil to interact with enhanced fluency</p> <p>Select and apply an extended range of linguistic features of Tamil to respond to and create texts</p> <p>Reflect on and discuss similarities and differences in how linguistic features are used in Tamil and English, using metalanguage</p>	<p>Apply linguistic features of spoken Tamil to further extend fluency</p> <p>Select and use an extended knowledge of linguistic features of Tamil to enhance meaning when responding to and creating texts</p> <p>Reflect on and evaluate and use of linguistic features in Tamil texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Explore how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation</p> <p>Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted; for example, பீஸ்சா, கேக்</p>	<p>Examine how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation</p> <p>Investigate the nature and extent of Tamil language use in both Australian and global contexts</p>	<p>Analyse how and why language is used differently in different contexts and relationships</p> <p>Explore changes to both Tamil and Australian English and identify reasons for these changes; for example, media and new technologies, popular culture and intercultural exchange</p>	<p>Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register</p> <p>Explain how Tamil language and culture have evolved and how they continue to change over time, and understand that language use has the power to influence social and cultural relationships and practices</p>
Australian Curriculum v9	No content		No content	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Understand that language use reflects cultural expression, assumptions and perspectives; for example, using culturally appropriate gestures when greeting	Reflect on different aspects of the cultural dimension of learning and using Tamil, and consider how this might be interpreted and responded to by members of the community	Explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generation	Understand that Tamil language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time
Australian Curriculum v9	Reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values		Reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
Proposed WA Curriculum	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating