



# Western Australian Curriculum

## Languages | Italian

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Proposed Year level descriptions | Pre-primary–Year 10  
Draft for consultation | Not for implementation

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## **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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## Overview

The current Western Australian Curriculum: Languages was adopted and adapted 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, Italian are adopted and adapted from the Australian Curriculum version 9.

### Guide to reading this document

This document shows the current Western Australian Curriculum: Languages, Italian curriculum Year level descriptions in the first column, the comparable Australian Curriculum version 9 Year level descriptions in the centre column and the proposed Year level descriptions for Western Australia in the third column.

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## Pre-primary

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Students enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capability. Typically, students come to Italian: Second Language with little to no prior experience of the Italian language and culture.</p> <p>In Pre-primary students communicate in Italian, interacting and exchanging greetings and simple information about themselves with their teacher and peers, through action-related talk and structured play. They participate in shared activities facilitated by movement and gestures, to perform rhymes, songs and stories or to respond to teacher talk and instruction in Italian. Students recognise pictures, key words and phrases and written Italian in rhymes, songs and titles and convey factual information about themselves, using gestures and familiar words. They engage by listening to and viewing short imaginative texts, through action and other forms of expression and participate in shared performance of short imaginative texts, playing with sound patterns and non-verbal forms of expression.</p> <p>Students become familiar with the systems of the Italian language, recognising and experimenting with reproducing the sounds and intonation patterns of the Italian language by singing, reciting, imitating and repeating words and phrases in context. They notice and use context-related vocabulary and recognise some first elements of grammar to generate Italian language for purposeful interaction.</p> <p>In Pre-primary students recognise that while English is the official language spoken in Australia, Italian is one of many community languages, including Aboriginal languages and Torres Strait Islander languages, which is spoken in Australia. They also notice similarities and differences between Italian and English and begin to develop curiosity around the ideas of language and culture. Creative play in the classroom provides opportunities for exploring these differences.</p> <p>Students learn Italian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Foundation, Italian language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Italian through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.</p> <p>Students experience and imitate the sounds and gestures of Italian language. They participate in shared listening and viewing of texts that represent Italian and Italian-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the <i>Early Years Learning Framework</i> and each child’s knowledge base. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Italian provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>Children enter the early years of school with established communication skills in one or more languages and varying degrees of early literacy capabilities. Typically, children come to Italian with little to no prior experience of the language and culture.</p> <p>In Pre-primary, children explore Italian with peers, teachers, known adults and students from their own and other classes, through play-based and action-related learning. They exchange greetings and simple information about themselves, imitating gestures and using familiar words.</p> <p>Children participate in shared listening and viewing of Italian texts. They experiment with common vowel sounds and rhythms of spoken Italian, singing, reciting and repeating words and phrases in context. They notice similarities and differences between Italian and English, and other languages, and explore differences through creative play.</p> <p>Children receive extensive support through modelling and scaffolding. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 1

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 1 Italian: Second Language builds on the skills, knowledge and understanding required by students to communicate in the Italian language developed in Pre-primary and focuses on extending their oral communication skills. Typically, the students' only exposure to and experience of the Italian language and culture is from their school learning environment.</p> <p>Students communicate in Italian, interacting with their teacher and peers to share information about themselves, their age and where they live, and to talk about their favourite things. They participate in guided group activities, using simple repetitive language to support understanding and to convey meaning or to respond to teacher talk and instruction in Italian. Students locate key words and information in simple texts and convey factual information about their personal worlds using pictures, familiar words and simple statements. They participate in listening to and viewing a range of short imaginative texts and in shared performance of short imaginative texts.</p> <p>Students become familiar with the systems of the Italian language, recognising and reproducing the sounds and intonation patterns of the Italian language noticing similarities and differences with English and pronounce the Italian alphabet – in particular the vowel sounds <i>a, e, i, o, u</i> and the rolled <i>r</i>. They notice and use context-related vocabulary and recognise some first elements of grammar such as grammatical gender and formulaic structures with <i>ho</i> and <i>sono</i>, to generate language for a range of purposeful interactions.</p> <p>In Year 1 students recognise that Australia is a multilingual society with speakers of many different community languages, including Italian and that Italian and English borrow words and expressions from each other. They know that language is used differently in different situations and between different people. They identify differences and similarities between their own and others' languages and cultures.</p> <p>Students learn Italian in the early years through rich language input. Regular opportunities to revisit, recycle and review, and continuous feedback, response and encouragement assist students in the language learning process.</p>	<p>In Years 1 and 2, Italian language learning builds on each student's prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Italian language to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Italian-speaking communities in Australia, Italy and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Italian language and culture and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.</p> <p>Italian provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 1, Italian language learning builds on each child's interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Italian to exchange information about themselves and participate in class experiences and everyday interactions that involve following instructions, responding to questions and making statements. Students recognise words and use modelled language to create texts.</p> <p>Children become familiar with the systems of the Italian language and use gestures, words and modelled expressions, and imitate Italian sounds, pronunciation and intonation. They locate specific points of information in a range of short familiar texts and convey information in simple statements, short descriptions and modelled texts. Children use their literacy capabilities in English and in Italian to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Italian for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 2

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 2 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 1 and focuses on extending the oral communication skills of students.</p> <p>Students communicate in Italian, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns, exchanging and negotiating, or respond to teacher talk and instruction in Italian. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.</p> <p>Students become familiar with the systems of the Italian language, noticing similarities and differences with English in pronunciation and intonation. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar such using simple verbs to describe actions in formulaic expressions to generate Italian for a range of purposeful interactions.</p> <p>In Year 2 students recognise that all languages, including Italian, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Italian and Australian cultural practices and related language use.</p> <p>Students learn Italian in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.</p>	<p>In Years 1 and 2, Italian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Italian language to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Italian-speaking communities in Australia, Italy and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.</p> <p>Students recognise key words and phrases, imitate gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language and apply their knowledge of the Roman alphabet. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Italian language and culture and their own.</p>	<p>In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the <i>Early Years Learning Framework</i>. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children’s lives and their natural curiosity about their world.</p> <p>Italian provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 2, Italian language learning builds on each child’s interests and capabilities, including prior learning and experiences with language. Children continue to participate in play-based learning through purposeful and structured activities. They use Italian to exchange information about themselves and family members, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students use words, familiar phrases and modelled language to create texts.</p> <p>Children become familiar with the systems of the Italian language and use gestures, words and modelled expressions, and imitate Italian sounds, pronunciation and intonation. They use their literacy capabilities in English and in Italian to recognise and begin to write high-frequency words and expressions in simple informative and imaginative texts in familiar contexts.</p> <p>Children are encouraged to use Italian for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 3

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 3 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.</p> <p>Students communicate in Italian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.</p> <p>Students become familiar with the systems of the Italian language, experimenting with pronunciation and noticing the difference in intonation between statements, exclamations and commands. They recognise some of the rules of spelling and punctuation and begin to write high-frequency words and expressions in familiar contexts. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate Italian for a range of purposeful interactions such as using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership. They begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.</p> <p>Students are encouraged to describe their Italian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.</p> <p>In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Italian as much as possible for classroom routines, social interactions and for learning tasks.</p>	<p>In Years 3 and 4, Italian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Italian language to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Italian-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Italian language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Italian language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 3, Italian language learning builds on each student’s interests and capabilities, including prior learning and experiences with language. Students continue to participate in activity-based learning through purposeful and structured activities. They use Italian to exchange information about themselves, family members and friends, and participate in class experiences and everyday interactions that involve following instructions, asking questions and making statements. Students create and present informative and imaginative texts using formulaic expressions, familiar language and modelled textual conventions.</p> <p>Students become familiar with the systems of the Italian language and use gestures, words and modelled expressions, and imitate Italian sounds, pronunciation and intonation. They use their literacy capabilities in English and in Italian to locate specific information in texts and convey information. Students begin to recognise and write high-frequency words and expressions in simple informative and imaginative texts.</p> <p>Students are encouraged to use Italian for classroom routines, social interactions and learning tasks. They receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process. They recognise that language and culture reflect practices and behaviours.</p>

## Year 4

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 4 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 3 and focuses on extending the oral and written communication skills of students.</p> <p>Students communicate in Italian, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.</p> <p>Students become familiar with the systems of the Italian language, developing pronunciation and intonation in Italian and recognise some of the rules of spelling and punctuation. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lei</i>) in the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.</p> <p>Students are encouraged to define their Italian learning experiences and make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p> <p>In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Italian as much as possible for social interactions and in learning tasks.</p>	<p>In Years 3 and 4, Italian language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Italian language to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Italian-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.</p> <p>Students develop active listening skills and use gestures, words and modelled expressions, imitating Italian language sounds, pronunciation and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Italian language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 4, students build on the skills, knowledge and understanding they developed in Year 3 and focus on extending their oral and written communication skills and their understandings of language and culture. Students interact in Italian in purposeful and structured activities to exchange information about their personal world. They engage with a range of Italian texts and use their English literacy knowledge to locate and compare key information. Students share responses and make connections with their own experiences and feelings. They create and present informative and imaginative texts using familiar phrases and sentences and modelled textual conventions.</p> <p>Students become more familiar with the systems of the Italian language, recognising and applying features of intonation and pronunciation. They apply knowledge of grammatical elements to create texts and use familiar metalanguage to discuss Italian language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p> <p>Students are widening their social networks, experiences and communication repertoires in both English and Italian. They are encouraged to use Italian for classroom routines, social interactions and learning tasks. Students receive support through modelling, scaffolding, repetition and the use of targeted resources. Regular feedback, encouragement and opportunities to revisit and review assist children in the language learning process.</p>

## Year 5

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 5 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.</p> <p>Students communicate in Italian, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.</p> <p>Students are becoming more familiar with the systems of the Italian language, developing pronunciation and intonation of Italian-specific sounds and applying the rules of spelling to writing in familiar types of texts and contexts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events. Students build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.</p> <p>Students are encouraged to 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.</p> <p>In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Italian. They are supported to use Italian as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.</p>	<p>In Years 5 and 6, Italian language learning builds on each student's prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Italian language to exchange information and ideas relating to their interests, school and local environment, and engage with Italian-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Italian language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Italian provides opportunities for children to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 5, students build on the skills, knowledge and understanding they developed in Year 4 and focus on extending their oral and written communication skills and their understanding of language and culture. They interact in Italian to exchange information and ideas related to their home, neighbourhood and the wider world. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They use their English literacy knowledge to locate and compare key information in texts and share responses. Students create and present informative and imaginative texts adapting familiar sentence structures, sequencing information and linking ideas using appropriate textual conventions.</p> <p>Students become more familiar with the systems of the Italian language, recognising and applying features of intonation and pronunciation. They use context-related vocabulary and develop and apply knowledge of grammatical elements to create or reinterpret, present or perform texts for different purposes, audiences and contexts. Students use familiar metalanguage to discuss Italian language structures and features.</p> <p>Students are widening their social networks, experiences and communication repertoires in Italian. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

## Year 6

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 6 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 5 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students gain greater independence and become more conscious of their peers and social context. As they gain a greater awareness of the world around them they also become more aware of the similarities and differences between the Italian language and culture and their own.</p> <p>Students communicate in Italian, initiating interactions with others to exchange information and relate experiences about free time. They participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places. Students collaborate with peers in guided tasks to plan events or activities or to showcase their progress in learning and using Italian. They 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 and convey information, ideas and opinions, selecting appropriate texts to suit specific audiences and contexts. Students share and compare responses to a variety of imaginative texts. They create or reinterpret, present or perform alternative versions of imaginative texts for different audiences to suit different modes or contexts.</p> <p>Students are becoming more familiar with the systems of the Italian language, explaining and applying features of intonation, pronunciation and writing conventions in a variety of contexts and types of texts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using the perfect tense of common verbs such as <i>essere + andare</i>, <i>avere + vedere</i> and <i>giocare</i> to relate experiences. Students begin to build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures.</p> <p>Students understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge. They also understand that language and culture are integral to the nature of identity and communication.</p> <p>In Year 6 students continue to widen their social networks, experiences and communication repertoires in both their first language and Italian. They are encouraged to use Italian as much as possible for interactions, structured learning tasks and language experimentation and practice.</p>	<p>In Years 5 and 6, Italian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Italian language to exchange information and ideas relating to their interests, school and local environment, and engage with Italian-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.</p> <p>Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Italian language structures and features. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>	<p>In the middle to late childhood phase of schooling, students develop a sense of self, their world expands and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 6, students build on the skills, knowledge and understanding they developed in Year 5 and focus on extending their oral and written communication skills and their understandings of language and culture. They interact in Italian in purposeful and structured activities to exchange information about their personal and social worlds. Students work in collaboration with peers and teachers in purposeful, creative and structured activities. They locate, compare and share key information in texts using their English literacy knowledge to identify Italian language structures and features. Students create and present informative and imaginative texts appropriate to audience, purpose and context.</p> <p>Students become more familiar with the systems of the Italian language. They use context-related vocabulary and develop and apply knowledge of grammatical elements in spoken and written texts. Students use familiar metalanguage to discuss and compare Italian language structures and features.</p> <p>Students continue to widen their social networks, experiences and communication repertoires. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.</p>

## Year 7

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 7 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 6 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Some students begin Year 7 with proficiency in languages other than Italian and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Their growing textual knowledge, developed through English literacy, supports their developing Italian literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.</p> <p>Students communicate in Italian, initiating and participating in spoken and written interactions with peers and known adults to talk about, give opinions, share thoughts and feelings on people, social events and school experiences. They engage in tasks and activities that involve planning, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas on texts, using descriptive and expressive language and modes of presentation to suit different audiences and contexts. Students respond to a range of imaginative texts by expressing opinions about the themes, values and techniques used to engage audiences. They create and present simple imaginative texts such as songs or stories that involve imagined characters, places and experiences.</p> <p>Students better understand the systems of the Italian language, developing an understanding of differences in pronunciation of consonant and vowel combinations and stress and accents. They extend their knowledge of context-related vocabulary and additional elements of grammar such as learning to use the imperfect tense of verbs in formulaic expressions and connecting or elaborating clauses by using conjunctions when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in Italian to describe grammatical concepts and to organise learning resources.</p> <p>In Year 7 students reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections.</p>	<p>In Years 7 and 8, Italian language learning builds on each student’s prior learning and experiences. Students use Italian language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Italian and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 7, students build on the skills, knowledge and understanding of prior learning and experiences. They focus on extending their oral and written communication skills and their understandings of language and culture. They use Italian to initiate and sustain interactions to share information, ideas and opinions about themselves, others, home and school. Students collaborate in activities that involve planning and negotiating to share ideas and preferences. They locate and process key information, ideas and opinions from texts, applying strategies to translate and convey meaning in and between languages. Students create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Italian to develop fluency and respond to and create texts. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Italian and English. They recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

## Year 8

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 8 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.</p> <p>Students communicate in Italian, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.</p> <p>Students better understand the systems of the Italian language, recognising differences in tone and rhythm between statements and questions, exclamations and commands. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as using modal verbs to express ability, possibility, likelihood and permission when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures.</p> <p>Students are encouraged to participate in intercultural interactions with members of the Italian-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.</p> <p>In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Italian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.</p>	<p>In Years 7 and 8, Italian language learning builds on each student's prior learning and experiences. Students use Italian language, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently, individually and in groups, and continue to receive feedback and support from peers and teachers.</p> <p>Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Italian and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.</p>	<p>In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 8, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and their understandings of language and culture. They use Italian to initiate and sustain interactions to share and compare information, ideas and opinions about going out, socialising, special events and leisure time. Students collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving. They locate, summarise and process information, ideas and opinions from texts, applying a range of strategies to translate and convey meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts appropriate to context, purpose and audience.</p> <p>Students apply knowledge of conventions of spoken and written Italian to respond to and create texts with increased fluency. They use metalanguage to identify and discuss linguistic features and explore similarities and differences in how they are used in Italian and English. Students recognise that language choices reflect cultural values, attitudes, beliefs and identity.</p>

## Year 9

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 9 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.</p> <p>Students communicate in Italian, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students analyse ideas and information from a range of texts, identifying context, purpose and intended audience. They convey information and ideas and offer their own views on texts, using appropriate formats and styles of presentation. Students discuss how imaginative texts reflect Italian cultural values or experiences. They create and present imaginative texts designed to engage different audiences that involve moods and effects.</p> <p>Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences, developing control of pronunciation of consonant and vowel combinations, double consonants, intonation, stress and accents when speaking and reading. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as beginning to use pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal, direct object and reflexive pronouns and describing events across present and past, choosing appropriate tenses, including present, present perfect and imperfect tenses, when encountered in familiar expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.</p> <p>Students increasingly monitor language choices when using Italian, 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.</p> <p>In Year 9 learning is characterised by consolidation and progression. Students are provided with new challenges and engage in some independent learning experiences, always supported by modelling, scaffolding and monitoring.</p>	<p>In Years 9 and 10, Italian language learning builds on each student's prior learning and experiences. Students use Italian language to initiate and sustain interactions that communicate their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Italian locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Italian pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 9, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Italian to initiate and sustain extended interactions to share and compare information about Italy and its culture. Students collaborate in activities that involve planning, considering options, managing and problem-solving. They summarise and compare ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students work with increasing independence to create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience.</p> <p>Students select and use an extended range of spoken and written Italian linguistic features to respond to and create texts with enhanced fluency. They use metalanguage to discuss similarities and differences in how linguistic features are used. Students reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values.</p>

## Year 10

Current WA Curriculum	Australian Curriculum v9	Proposed WA Curriculum
<p>Year 10 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 9 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students require continued guidance and mentoring at this stage of their language learning, but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and prospects, including how the Italian language may feature in these.</p> <p>Students communicate in Italian, initiating and participating in sustained interactions in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues. They contribute ideas, opinions and suggestions in interactions related to shared activities, solving problems and managing diverse views. Students analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds. They convey information, comments, perspectives and experiences on texts, using different modes of presentation to achieve different purposes. Students analyse how imaginative texts create effects in ways that reflect cultural influence. They create and present a range of imaginative texts on themes of personal or social relevance.</p> <p>Students understand the systems of the Italian language, using appropriate Italian pronunciation, stress and intonation in sentences and texts. They increase control of context-related vocabulary and extend knowledge of grammatical elements such as describing events across different times, choosing appropriate tenses, when encountered in expressions and scaffolded language contexts. Students further develop a metalanguage to discuss and explain grammatical forms and functions.</p> <p>Students understand that Italian language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time.</p> <p>In Year 10 students are challenged with more independent learning experiences, however, these experiences continue to be supported with scaffolding and monitoring.</p>	<p>In Years 9 and 10, Italian language learning builds on each student’s prior learning and experiences. Students use Italian language to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Italian locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.</p> <p>Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Italian pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.</p>	<p>In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.</p> <p>Italian provides opportunities for students to engage with linguistic and cultural diversity and reflect on their experiences in various aspects of social life, including their own participation and ways of being in an increasingly interconnected and interdependent world.</p> <p>In Year 10, students build on the skills, knowledge and understanding of prior learning and experiences, and focus on extending their oral and written communication skills and understandings of language and culture. They use Italian to initiate and sustain interactions that communicate their own and others’ experiences, information, ideas and opinions about future plans and travel. Students contribute ideas, opinions and suggestions to negotiate outcomes and share experiences. They compare and interpret information, ideas and opinions from texts, applying a range of strategies to translate and interpret meaning in and between languages. Students independently create informative, imaginative and personal texts, selecting linguistic features and textual conventions to engage different audiences.</p> <p>Students select and use an extended range of spoken and written Italian linguistic features to further extend fluency when responding to and creating texts. They use metalanguage to evaluate the use of linguistic features in Italian texts. Students 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.</p>