Fundamental learning for students who begin their Languages program in Year 3

The Languages curriculum is written on the basis that schools provide a Languages program, in at least one language, from Pre-primary to Year 10. It is recognised that Languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Early in the development of the Western Australian Curriculum: Languages it was acknowledged that some schools would not introduce students to learning a language until Year 3. It also accepted that some students would enter Year 7 provided with or having to choose a language different to the one(s) they had been studying throughout the Primary years. To this end, the content in the syllabus for these years was structured to support the introduction of a language or of a 'new' language.

The content in the Year 3 syllabus both consolidates the content and skills from Pre-primary to Year 2, and progresses the learning as more content and skills are introduced.

Where schools offer a language program from Year 3, the fundamental language building blocks, as outlined in the table below, should be embedded in the Year 3 content, as well as language learning and communication strategies, including:
- using facial expressions/gestures to assist understanding of spoken text and to help convey meaning
- repetition or imitation of a language model
- using key words, context, visual cues (including pictures) to guess meaning
- ways to search for and discover information for oneself, using support
- searching for specific elements in spoken or written text, that is, sounds, words
- manipulating known elements and familiar language structures in a new context.

Fundamental learning for students beginning their Languages program in Year 3						
	Chinese: Second Language	**French: Second Language**	**German: Second Language**	**Indonesian: Second Language**	**Italian: Second Language**	**Japanese: Second Language**
Communicating	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about themselves, e.g. name, their family members, classmates and friends, their favourite things and pets. Respond to teacher talk and instructions.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to share information about themselves, e.g. greetings, name, age, where they live, their favourite things and what they do over the day and year. Respond to teacher talk and instructions.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to share information about themselves, e.g. greetings, name, age, where they live, their favourite things and what they do over the day and year. Respond to teacher talk and instructions.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to share information about themselves, e.g. greetings, name, age, where they live, their favourite things and what they do over the day and year. Respond to teacher talk and instructions.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to share information about themselves, e.g. greetings, name, age, where they live, their favourite things and what they do over the day and year. Respond to teacher talk and instructions.	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to share information about themselves, e.g. greetings, favourite things, friends and family members. Respond to teacher talk and instructions.
Understanding	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • tones • *Pinyin* • characters • word order • adjectives • numbers 0-10.	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • gender • simple question and statements • subject-verb-object sentence structure • definite and indefinite articles • singular forms of common and some irregular verbs in the present tense • numbers 0-31.	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • gender • definite and indefinite articles • articles and concrete nouns • adjectives • verbs • simple question and statements • question words and the intended answer • numbers 0-50.	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • gender • word order • adjectives • familiar verbs • question words • numbers 0-50.	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • gender • definite and indefinite articles with familiar nouns • adjectives • commonly used verbs in singular forms of the present tense • question words • numbers 0-50.	Vocabulary related to the contexts in the Communicating strand Noticing and beginning to use some first elements of grammar in modelled language, including: • copy basic *hiragana,* high-frequency *kanji* and *kana* • basic word order • question words • possessive particles • adjective-noun phrases • counters • numbers 0-10.