



Western Australian Curriculum

Languages | Punjabi

Proposed Comparison of Curriculum | 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Draft for consultation | Not for implementation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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Any resources, such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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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, Punjabi 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, Punjabi 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, ਦੇਵੇਂ ਹੱਥ ਜੋੜ ਕੇ, ਸਿਰ ਝੁਕਾ ਕੇ - ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ!; ਨਮਸਤੇ!; ਅਸਲਾਮ ਆਲੇਕੁਮ! ਜੀ ਆਇਆ ਨੂੰ!; ਤੇਰਾ ਕੀ ਹਾਲ ਹੈ? ਮੈਂ ਠੀਕ ਹਾਂ, ਧੰਨਵਾਦ। ਤੁਹਾਡਾ ਕੀ ਹਾਲ ਹੈ? ਮੈਂ ਠੀਕ ਹਾਂ।/ਮੈਂ ਠੀਕ ਨਹੀਂ ਹਾਂ।</p> <p>Introduce and share information about themselves; for example, ਤੁਹਾਡਾ/ਉਸ ਦਾ ਕੀ ਨਾਮ ਹੈ? ਮੇਰਾ/ਉਸ ਦਾ ਨਾਮ... ਹੈ।; ਤੂੰ ਕਿੰਨੇ ਸਾਲਾਂ ਦੀ/ਦਾ ਹੈ? ਮੈਂ... ਸਾਲਾਂ ਦਾ/ਦੀ ਹਾਂ। ਤੁਸੀਂ ਕਿੰਨੇ ਸਾਲਾਂ ਦੇ ਹੋ? ਮੈਂ... ਸਾਲਾਂ ਦਾ ਹਾਂ।; ਮੈਨੂੰ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ।; ਮੈਨੂੰ ਤੈਰਨਾ ਬਹੁਤ ਪਸੰਦ ਹੈ।</p> <p>Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs; for example, ਇੱਕ, ਦੋ, ਤਿੰਨ, ਚਾਰ...; ਕਿੱਕਲੀ ਕਲੀਰ ਦੀ...</p> <p>Respond to teacher talk and instruction; for example, ਹੱਥ ਹਿਲਾਓ।; ਤਾੜੀ ਮਾਰੋ।; ਸਿਰ ਝੁਕਾਓ।; ਅੱਖਾਂ ਝਪਕਾਓ।; ਖੜ੍ਹੇ ਹੋ ਜਾਓ।; ਬੈਠ ਜਾਓ।; ਇੱਥੇ ਆਓ।; ਹੌਲੀ ਬੋਲੋ।</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, ਮੇਰਾ ਨਾਮ ਮਨਮੀਤ ਕੌਰ/ਸਿੰਘ ਹੈ। ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ/ਦਾ ਹਾਂ।; ਤੂੰ/ਤੁਸੀਂ ਕਿੱਥੇ ਰਹਿੰਦੀ/ਰਹਿੰਦਾ/ਰਹਿੰਦੇ ਹੈ/ਹੋ? ਮੈਂ/ਅਸੀਂ ਪਰਥ ਵਿੱਚ ਰਹਿੰਦੀ/ਰਹਿੰਦਾ/ਰਹਿੰਦੇ ਹਾਂ।; ਮੈਨੂੰ ਅੰਬ ਅਤੇ ਅਨਾਰ ਖਾਣੇ ਚੰਗੇ ਲੱਗਦੇ ਹਨ।; ਮੈਨੂੰ ਦੇਰ ਨਾਲ ਜਾਣਾ ਚੰਗਾ ਨਹੀਂ ਲੱਗਦਾ ਹੈ।; ਮਨਮੀਤ ਤੇਰੀ ਕਿਤਾਬ ਕਿੱਥੇ ਹੈ? ਮੇਰੀ ਕਿਤਾਬ ਮੇਰੇ ਬਸਤੇ ਵਿੱਚ ਹੈ।</p> <p>Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games such as ਅੱਕੜ ਬੱਕੜ ਬੰਬੇ ਬੇ...; ਦੌੜੋ, ਭੱਜੋ; ਹੁਣ ਤੇਰੀ ਵਾਰੀ, gestures and pictures to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction; for example, ਇਹ ਲਓ ਜੀ।; ਮੇਰੇ ਕੋਲ ਪੈਨਸਿਲ ਹੈ।; ਹਾਂ ਜੀ; ਮੈਨੂੰ ਦੇਰ ਹੋ ਗਈ; ਮਾਫ਼ ਕਰਨਾ ਜੀ।</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, ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ!; ਨਮਸਤੇ!; ਅਸਲਾਮ ਆਲੇਕੁਮ! ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ; ਮੇਰਾ ਜਨਮਦਿਨ 1 ਅਗਸਤ ਨੂੰ ਹੈ।; ਤੁਹਾਡਾ ਸਵਾਗਤ ਹੈ।; ਤੈਨੂੰ ਕਿਹੜਾ ਜਾਨਵਰ ਪਸੰਦ ਹੈ? ਮੈਨੂੰ ਹਾਥੀ ਬਹੁਤ ਪਸੰਦ ਹੈ।; ਅੱਜ ਪੰਜਾਬ ਦਾ ਮੌਸਮ ਕਿਸ ਤਰ੍ਹਾਂ ਦਾ ਹੈ?; ਅੱਜ ਪੰਜਾਬ ਵਿੱਚ ਬਹੁਤ ਗਰਮੀ ਹੈ।; ਤੁਹਾਨੂੰ ਜਨਮ ਦਿਹਾੜੇ ਦੀਆਂ ਬਹੁਤ-ਬਹੁਤ ਵਧਾਈਆਂ!; ਨਵਾਂ ਸਾਲ ਮੁਬਾਰਕ!; ਦੀਵਾਲੀ ਦੀਆਂ ਵਧਾਈਆਂ!</p> <p>Participate in guided collaborative tasks, transactions and games such as ਭੰਡਾ ਭੰਡਾਰੀਆ ਕਿੰਨਾ-ਕ ਭਾਰ...; ਫੜੋ, ਗੱਦ ਸੁੱਟੋ, ਸਾਬਾਸ, ਬਹੁਤ ਵਧੀਆ ਖੇਡਿਆ।; ਮੇਰੇ ਵੱਲ ਨੀਲੀ ਗੱਦ ਸੁੱਟ/ਸੁੱਟੋ, ਮੈਂ ਤੇਰੇ/ਤੁਹਾਡੇ ਵੱਲ ਪੀਲੀ ਗੱਦ ਸੁੱਟਦੀ/ਸੁੱਟਦਾ ਹਾਂ।; ਮੈਂ ਨਹੀਂ ਖੇਡਾਂਗੀ ਕਿਉਂਕਿ ਮੇਰੇ ਕੋਲ ਬੱਲਾ ਨਹੀਂ ਹੈ।, using simple language to take turns, exchange and negotiate</p> <p>Respond to teacher talk and instruction; for example, ਕੀ ਇਹ ਤੇਰਾ/ਤੁਹਾਡਾ ਹੈ? ਹਾਂ/ਨਹੀਂ ਜੀ ਇਹ ਮੇਰਾ ਹੈ/ਨਹੀਂ ਹੈ।; ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ।</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 Punjabi</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 Punjabi 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 and simple statements
Australian Curriculum v9	N/A	Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrase 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; for example, ਘੜੀਏ ਨੀ ਘੜੀਏ, ਸਾਰਾ ਦਿਨ ਟਿੱਕ-ਟਿੱਕ ਕਰਦੀ ਹੈ; ਪਿਆਸਾ ਕਾਂ; ਪਾਲਤੂ ਜਾਨਵਰਾਂ ਦੀ ਗੱਲ-ਬਾਤ Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression; for example, ਓ ਅ ਗੀਤ; ਗੁੱਟਰ-ਗੁੱਟਰ ਗੁੱਟਰ-ਗੁੱਟਰ ਘੁੱਗੀ ਬੋਲੇ ਗੁੱਟਰ-ਗੁੱਟਰ	Participate in listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling; for example, ਦੇ ਮਿੱਤਰ – ਕਹਾਣੀ; ਆਓ ਜੀ ਆਓ ਜੀ ...; ਈਗਣ ਮੀਗਣ ਤਲਾ ਤਲੀਗਣ ... 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, ਮੈਂ ਜਾ ਬੱਝੂਆ ਮਾਣੇ ਬਿੱਲੀ ਆਈ ਆ ...; ਅਬਲੂ-ਬਬਲੂ ਭੈਣ ਭਰਾ ...	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
Australian Curriculum v9	N/A	With support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying the <i>Devanāgarī</i> script appropriate to context	
Proposed WA Curriculum	Removed	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 Punjabi words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other languages	Share with others simple Punjabi expressions, sounds and gestures, name familiar objects and use Punjabi and/or English to conduct simple conversations	Translate for others what they can express in Punjabi, interpreting simple expressions and songs such as ਕੇਟਲਾ ਛਪਾਕੀ (Duck, duck, goose), and explaining how meanings are similar or different in English or other languages
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
Current WA Curriculum	Begin to notice how Punjabi 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 Punjabi that appear different from their own ways and become aware of how voice, behaviour and body language may change when speaking Punjabi	Recognise similarities and differences between aspects of Punjabi and Australian cultural practices and related language use
Australian Curriculum v9	N/A	N/A	
Proposed WA Curriculum	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
Current WA Curriculum	<p>Recognise consonant sounds and vowel sounds by listening, singing, reciting and practising words and phrases in context</p> <p>Recognise frequently occurring consonants ਸ, ਹ, ਕ, ਤ, ਨ, ਮ, ਰ, ਲ and basic vowels, and that ਓ, ਅ, ਏ are vowel carriers</p> <p>Experiment with the formation of letters and numbers; for example, trace the letters of their own name or draw pictures of frequently occurring consonants</p> <p>Begin to practise writing Punjabi letters on different media, focusing on directionality; for example, tracing letters on laminated sheets</p> <p>Develop an understanding that letters are grouped together to make words and begin to form two-letter words with support; for example, ਮਨ, ਕਰ</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> • using a range of common nouns; for example, ਖਿਡੌਣੇ, ਪੱਖਾ, ਕਿਤਾਬ, ਬਸਤਾ • becoming aware of gender usage in nouns; for example, ਕਬੂਤਰ, ਕਬੂਤਰੀ; ਬੱਚਾ, ਬੱਚੀ • understanding the use of singular first person pronouns; for example, ਮੈਂ, ਤੂੰ, ਤੇਰਾ, ਮੇਰਾ • becoming aware that some words describe the quality and quantity of objects; for example, ਚੰਗਾ, ਵਧੀਆ, ਥੋੜ੍ਹਾ, ਬਹੁਤ • showing an understanding by responding to directions using actions; for example, ਬੈਠੋ, ਜਾਓ, ਖਾਓ, ਆਓ • using nouns to indicate place of action; for example, ਘਰ, ਸਕੂਲ/ਵਿਦਿਆਲਾ, ਇੱਧਰ • using numbers while referring to object/s and responding to simple vocabulary to describe one and many objects; for example, ਇੱਕ ਘੋੜਾ-ਦੇ ਘੋੜੇ; ਇੱਕ ਪੱਤਾ-ਦਸ ਪੱਤੇ 	<p>Understand that graphemes are pronounced twice – for example, ਕਕ and ਖਖ – except for ਟ, which is pronounced as <i>tenka</i> (ਟੈਂਕਾ)</p> <p>Be aware of the correct use of tongue, air flow and nasal sounds in pronouncing Punjabi consonants and vowels</p> <p>Recognise and reproduce the sounds of the ten vowels, <i>painti akhari</i> and six <i>naveen toli</i> consonants of <i>Gurmukhi</i></p> <p>Experiment and create words by adding <i>kanna</i> to <i>mukta</i> letter/s and notice the difference in the sound; for example, ਹਰ, ਹਾਰ, ਹਰਾ</p> <p>Recognise that the <i>Gurmukhi</i> script is used to write Punjabi</p> <p>Recognise that the <i>Gurmukhi</i> script is written from left to right and top to bottom and there are spaces between the words when writing sentences</p> <p>Form words by joining letters with a line on top except ਅ, ਖ, ਘ, ਪ, ਮ</p> <p>Become aware that capitalisation does not exist in Punjabi</p> <p>Begin to trace/copy simple, modelled and formulaic sentences using basic punctuation; for example, the full stop (ਡੰਡੀ [।]), as in ਮੈਂ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ; ਮੈਂ ਖਾਂਦਾ/ਖਾਂਦੀ ਹਾਂ; ਮੈਂ ਸੌਂਦਾ/ਸੌਂਦੀ ਹਾਂ।</p> <p>Begin to write simple two- to three-letter words using frequently occurring letters and join them with a line on top; for example, ਕਰ, ਕਰਨ, ਮਨ, ਤਰਸ, ਕਲਮ</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> • recognising that words for objects have masculine and feminine gender forms; for example, ਮੇਜ਼, ਕੁਰਸੀ, ਬੱਲਾ, ਗੋਦ, ਇੰਨਾਂ ਸ਼ਬਦਾਂ ਵਿੱਚ ਮੇਜ਼ ਅਤੇ ਬੱਲਾ ਪੁਲਿੰਗ ਹਨ। ਕੁਰਸੀ ਅਤੇ ਗੋਦ ਇਸਤਰੀ ਲਿੰਗ ਹਨ। • identifying the use of singular and plural first- and second-person pronouns; for example, ਮੈਂ-ਅਸੀਂ, ਤੂੰ-ਤੁਸੀਂ, ਤੇਰਾ-ਤੁਹਾਡਾ 	<p>Understand that each consonant has an embedded vowel (ਮੁਕਤਾ) attached to it that makes the ‘u’ sound, such as in ‘jug’</p> <p>Understand that vowel sound symbols are called <i>lagaan</i> (ਲਗਾਂ) – <i>mukta</i> (no symbol), (ਾ), (ਿ), (ੀ), (ੁ), (ੁ), (ੇ), (ੈ), (ੋ), (ੌ) – and that when attached to a letter they provide a particular sound to the letter</p> <p>Become aware that the vowels have two sounds –short sounds (<i>mukta, sihari, aunkar</i>) and long sounds (<i>kanna, bihari, dulainkar, lanv, dulanv, horha, kanaurha</i>)</p> <p>Recognise that the placement of <i>Gurmukhi</i> letters is normally aligned below the line of writing, in contrast to English letters written on the line</p> <p>Experiment with symbols and letters to form words; for example, ਤਾਰ, ਸਿਰ, ਤੀਰ, ਤੁਰ, ਘੂਰ, ਬੇਰ, ਸੈਰ, ਢੇਲ, ਕੋਰ</p> <p>Write legible and correctly-formed letters with prompting</p> <p>Begin to write simple modelled and formulaic phrases with spaces between words and use basic punctuation, written as a vertical line (।) called <i>dundi</i> (ਡੰਡੀ), to end a sentence with some support; for example, ਮੈਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ; ਮੈਂ ਖਾਣਾ ਖਾਂਦਾ/ਖਾਂਦੀ ਹਾਂ।</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> • using common and concrete nouns in relation to gender and number; for example, ਸ਼ੇਰ-ਸ਼ੇਰਨੀ, ਰੋਟੀ-ਰੋਟੀਆਂ • recognising that words can be used for specific people, places or objects; for example, ਜਮਾਤ ਦੇ ਬੱਚਿਆਂ ਦੇ ਨਾਮ, ਕਿੰਗਸ ਪਾਰਕ • using singular and plural third-person pronouns; for example, ਉਹ-ਉਨ੍ਹਾਂ • using simple adjectives to describe quality, quantity and ownership • observing the relationship between gender, number and verb endings; for example, ਮੁੰਡਾ ਖਾਂਦਾ ਹੈ; ਕੁੜੀ ਖਾਂਦੀ ਹੈ; ਅਸੀਂ ਖਾਂਦੇ ਹਾਂ।

	Pre-primary	Year 1	Year 2
	<ul style="list-style-type: none"> becoming aware of opposite words in the immediate environment; for example, ਅੰਦਰ, ਬਾਹਰ; ਉੱਠਣਾ, ਬੈਠਣਾ; ਅੱਗੇ, ਪਿੱਛੇ using familiar vocabulary to express affirmation and negation; for example, ਹਾਂਜੀ, ਨਹੀਂ ਜੀ, ਅੱਛਾ, ਨਹੀਂ। developing cardinal number knowledge for zero to ten Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal 	<ul style="list-style-type: none"> recognising simple adjectives to describe quality, quantity and ownership; for example, ਸੋਹਣਾ, ਬਹੁਤਾ, ਮੇਰੀ ਕਿਤਾਬ using simple adjectives and recognising that adjectives change according to the gender of the noun; for example, ਉੱਚਾ ਪਹਾੜ-ਉੱਚੀ ਪਹਾੜੀ, ਮੋਟੀ ਬਿੱਲੀ- ਮੋਟਾ ਬਿੱਲਾ recognising verbs through activities such as playing action and card games and listening to songs experimenting with common verbs in formulaic phrases; for example, ਮੈਂ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ, ਮੈਂ ਖਾਂਦਾ/ਖਾਂਦੀ ਹਾਂ, ਮੈਂ ਪੜ੍ਹਦਾ/ਪੜ੍ਹਦੀ ਹਾਂ। using words to indicate time of action; for example, ਸਵੇਰੇ, ਹੁਣੇ using phrases to express affirmation and negation; for example, ਹਾਂਜੀ, ਨਹੀਂ ਜੀ, ਅੱਛਾ ਜੀ। experimenting with familiar antonyms; for example, ਸੁੱਟਣਾ, ਚੁੱਕਣਾ; ਚੜ੍ਹਨਾ, ਉਤਰਨਾ experimenting with one and many surrounding objects through action games/songs; for example, ਕਿਤਾਬ, ਕਿਤਾਬਾਂ; ਬੱਚਾ, ਬੱਚੇ showing an understanding of location, position and direction; for example, ਇੱਥੇ ਆਓ, ਉੱਥੇ ਬੈਠੋ, ਸੱਜਾ, ਖੱਬਾ locating events in time by using the days of the week; for example, ਅਸੀਂ ਹਰ ਸ਼ਨਿੱਚਰਵਾਰ ਬਜ਼ਾਰ ਜਾਂਦੇ ਹਾਂ। developing cardinal number knowledge for 11 to 20 understand that language is organised as 'text' and that different types of texts have different features 	<ul style="list-style-type: none"> using vocabulary to indicate the completion or non-completion of an action; for example, ਹਾਂ ਜੀ!; ਜ਼ਰੂਰ!; ਜੀ ਨਹੀਂ!, ਮੇਰੇ ਕੋਲੋਂ ਇਹ ਕੰਮ ਨਹੀਂ ਹੋਇਆ। becoming aware that sentences in Punjabi have two parts: subject (ਉਦੇਸ਼) (noun) and predicate (ਵਿਧੇਅ) (verb); for example, ਸਿਮਰਨ ਗਾਉਂਦੀ ਹੈ। ਵਾਕ ਵਿੱਚ ਸਿਮਰਨ ਉਦੇਸ਼ ਅਤੇ ਗਾਉਂਦੀ ਹੈ ਵਿਧੇਅ ਹੈ। understanding that words link nouns, pronouns and phrases to other parts of the sentence; for example, ਨੇ, ਨੂੰ, ਦਾ, ਦੀਆਂ, ਉੱਤੇ ਆਦਿ using antonyms in daily routines; for example, ਸੱਚ-ਝੂਠ, ਚਾਨਣ-ਹਨੇਰਾ beginning to express events in time by using the months of the year and the seasons; for example, ਜਨਵਰੀ, ਫਰਵਰੀ, ਸਰਦੀ, ਗਰਮੀ developing cardinal 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 Punjabi noticing similarities and differences between Punjabi and English	Explore and imitate the sounds and rhythms of Punjabi and how sounds are represented in <i>Gurmukhi</i> Explore how <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi Explore how Punjabi language has features that may be similar to or different from English	Recognise and experiment with the sounds and rhythms of Punjabi and notice how sounds are produced and represented in <i>Gurmukhi</i> Recognise that <i>Gurmukhi</i> and features of language are used to construct meaning in Punjabi Recognise Punjabi 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 Punjabi, as in English and other languages, there are different ways of greeting and interacting with people according to different ages and/or different degrees of familiarity	Recognise that Punjabi speakers use language differently in different situations such as when socialising with peers and friends or at home with the family	Understand that Punjabi 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 Punjabi 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 Hindi, and that Punjabi and English borrow words and expressions from each other	Recognise that all languages, including Punjabi, 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, ਮੇਰੀਆਂ ਦੇ ਭੈਣਾਂ ਤੇ ਇੱਕ ਭਰਾ ਹੈ; ਮੇਰੇ ਭਰਾ ਦਾ ਨਾਮ ਗੁਰਪ੍ਰੀਤ ਹੈ ਅਤੇ ਉਸਨੂੰ ਹਾਕੀ ਖੇਡਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ; ਮੇਰੀ ਭੈਣ ਨੌਂ ਸਾਲ ਦੀ ਹੈ ਅਤੇ ਉਸ ਨੂੰ ਤੈਰਨਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ; ਮੇਰੇ ਨਾਨੀ ਜੀ ਬਹੁਤ ਸਵਾਦ ਖਾਣਾ ਬਣਾਉਂਦੇ ਹਨ।</p> <p>Participate in routine exchanges, such as asking each other how they are; for example, ਸਿਮਰਨ ਤੇਰਾ ਕੀ ਹਾਲ ਹੈ? ਮੈਂ ਠੀਕ ਹਾਂ ਭੈਣ ਜੀ/ਅਧਿਆਪਕ ਜੀ; ਚੰਗਾ ਕੱਲ੍ਹ ਨੂੰ ਮਿਲਾਂਗੇ; ਅੱਜ ਤੂੰ/ਤੁਸੀਂ ਕਿਹੜਾ ਫਲ ਖਾਵੋਗੀ/ਖਾਵੋਗਾ/ਖਾਓਗੇ</p> <p>Participate in individual and collaborative tasks that involve following instructions, asking questions, making statements and asking for help and permission; for example, ਬੋੜਾ ਮੈਂ ਲਿਖਦਾ ਹਾਂ ਬਾਕੀ ਤੂੰ/ਤੁਸੀਂ ਲਿਖ/ਲਿਖੋ; ਹੁਣ ਮੈਂ ਕੱਟਦਾ ਹਾਂ, ਤੂੰ/ਤੁਸੀਂ ਚਿਪਕਾ ਲੈ/ਚਿਪਕਾਓ; ਪਤੀਲੇ ਵਿੱਚ ਪਾਣੀ ਗਰਮ ਕਰੋ; ਇਹ ਕੀ ਹੈ?; ਮਾਫ਼ ਕਰੋ ਮੈਨੂੰ ਸਮਝ ਨਹੀਂ ਆਇਆ; ਕੀ ਤੂੰ/ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋਗੀ/ਕਰੋਗਾ/ਕਰੋਗੇ?; ਮਦਦ ਕਰਨ ਵਾਸਤੇ ਧੰਨਵਾਦ!</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, ਮੈਂ ਸਵੇਰੇ 7 ਵਜੇ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ ਹਾਂ; ਸ਼ਨਿੱਚਰਵਾਰ ਨੂੰ ਮੈਂ ਗਿੱਧਾ ਸਿੱਖਣ ਜਾਂਦੀ ਹਾਂ; ਐਤਵਾਰ ਨੂੰ ਅਸੀਂ ਸਾਰੇ ਬਜ਼ਾਰ ਜਾਂਦੇ ਹਾਂ; ਮੈਂ ਸਵੇਰੇ 6 ਵਜੇ ਸੈਰ ਤੇ ਜਾਂਦੀ ਹਾਂ; ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਮੈਂ ਆਪਣੀਆਂ ਸਹੇਲੀਆਂ ਨਾਲ ਖੇਡਦੀ ਹਾਂ; ਮੈਂ ਹੁਣ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਨੂੰ ਜਾ ਰਿਹਾ ਹਾਂ, ਪਰ ਸ਼ਾਮ ਨੂੰ ਮੈਂ ਸਟੇਡੀਅਮ ਵਿੱਚ ਕ੍ਰਿਕਟ ਖੇਡਣ ਜਾਵਾਂਗਾ।</p> <p>Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions while creating a display or conducting a role play or scenario, science experiment, cooking or craft activity; for example, ਕੀ ਤੁਸੀਂ ਵਿਗਿਆਨ ਦੇ ਪ੍ਰਯੋਗ ਵਾਸਤੇ ਸਾਰਾ ਸਮਾਨ ਇਕੱਠਾ ਕਰ ਲਿਆ ਹੈ?; ਅੱਜ ਅਸੀਂ ਸਨੇਵਾਈਟ ਦਾ ਨਾਟਕ ਕਰਨਾ ਹੈ; ਪਹਿਲਾਂ ਇੱਕ ਪਤੀਲੇ ਵਿੱਚ ਦੁੱਧ ਉਬਾਲੋ ਅਤੇ ਫਿਰ ਉਸ ਵਿੱਚ ਚੌਲ ਪਾ ਦਿਓ।</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community; for example, ਜ਼ਾਹਰਾ ਦੀ ਨਾਨੀ ਇੱਕ ਬਹੁਤ ਪੁਰਾਣੇ ਘਰ ਵਿੱਚ ਰਹਿੰਦੀ ਹੈ, ਜਿਹੜਾ ਕਿ ਮੈਂ ਸਾਲ ਪੁਰਾਣਾ ਹੈ। ਉਸਦੀ ਛੱਤ ਬਹੁਤ ਉੱਚੀ ਹੈ ਅਤੇ ਬਗ਼ੀਚਾ ਬਹੁਤ ਵੱਡਾ ਹੈ। ਉਸ ਵਿੱਚ ਅਮਰੂਦ, ਅੰਬ, ਕੇਲੇ, ਸੇਬ ਅਤੇ ਅਨਾਰ ਦੇ ਦਰਖ਼ਤ ਲੱਗੇ ਹੋਏ ਹਨ।</p> <p>ਸਾਡੀ ਅਧਿਆਪਕਾ ਜੀ ਸਾਨੂੰ ਅਡੀਨੀਆ ਪਾਰਕ ਲੈ ਕੇ ਗਏ। ਉੱਥੇ ਉਨ੍ਹਾਂ ਨੇ ਸਾਨੂੰ ਆਸਟ੍ਰੇਲੀਅਨ ਸਿੱਖ ਵਿਰਾਸਤ ਅਤੇ ਵੁਹਜਾ ਨੂੰ ਸੱਭਿਆਚਾਰ ਨਾਲ ਜਾਣੂ ਕਰਾਇਆ। ਸਾਨੂੰ ਉੱਥੇ ਜਾ ਕੇ ਬਹੁਤ ਚੰਗਾ ਲੱਗਿਆ। ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਫਿਰ ਅਡੀਨੀਆ ਪਾਰਕ ਜਾਵਾਂਗੀ।</p> <p>Engage in individual and collaborative tasks that involve organising displays, planning outings, conducting events such as performances, group games or activities, and completing transactions in places such as a café or a market; for example, ਪੰਮੀ ਅਸੀਂ ਐਤਵਾਰ ਨੂੰ ਵਿਸਾਖੀ ਮੇਲੇ ਤੇ ਚੱਲਾਂਗੇ। ਮੈਂ ਆਪਣੀਆਂ ਹੋਰ ਸਹੇਲੀਆਂ ਨੂੰ ਵੀ ਪੁੱਛ ਲਵਾਂਗੀ। ਮੈਂ ਇੱਕ ਫੁਲਕਾਰੀ ਦਾ ਸੂਟ ਖਰੀਦਣਾ ਹੈ। ਅਸੀਂ ਉੱਥੇ ਭੰਗੜਾ ਤੇ ਗਿੱਧਾ ਵੇਖਾਂਗੇ ਅਤੇ ਚਾਟ ਪਾਪੜੀ ਖਾਵਾਂਗੇ।</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information and relate experiences about free time; for example, ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਮੈਂ ਬਾਹਰ ਖੇਡਣ ਜਾਂਦੀ/ਜਾਂਦਾ ਹਾਂ। ਤੂੰ/ਤੁਸੀਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਤੋਂ ਆਉਣ ਤੋਂ ਬਾਦ ਕੀ ਕਰਦੀ/ਕਰਦਾ/ਕਰਦੇ ਹੈ/ਹੋ?; ਰਮਨ ਕੀ ਤੂੰ/ਤੁਸੀਂ ਮੇਰੇ ਨਾਲ ਕੁਲਫੀ ਖਾਣ ਜਾਵੋਗਾ/ਜਾਵੋਗੀ/ਜਾਓਗੇ?; ਜਦੋਂ ਮੌਸਮ ਸੋਹਣਾ ਹੁੰਦਾ ਹੈ ਤਾਂ ਮੈਂ ਖੇਤਾਂ ਨੂੰ ਸੈਰ ਕਰਨ ਜਾਂਦੀ/ਜਾਂਦਾ ਹਾਂ। ਹਰੇ-ਭਰੇ ਖੇਤ ਵੇਖ ਕੇ ਮੇਰਾ ਮਨ ਬਹੁਤ ਸ਼ਾਂਤ ਹੁੰਦਾ ਹੈ; ਤੁਸੀਂ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕਿੱਥੇ ਘੁੰਮਣ ਜਾਓਗੇ?</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences; for example, ਤੂੰ/ਤੁਸੀਂ ਬਹੁਤ ਚੰਗਾ ਕੀਤਾ; ਮੈਨੂੰ ਗਰਮੀ ਦੀ ਹੁੱਤ ਚੰਗੀ ਲੱਗਦੀ ਹੈ। ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ ਕਿ ਸਾਨੂੰ ਆਪਣੀ ਸਿਹਤ ਦਾ ਧਿਆਨ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ; ਮੈਂ ਕੱਲ੍ਹ ਆਪਣੀ ਸਹੇਲੀ ਜਪਲੀਨ ਦੇ ਨਾਲ ਮਾਲੀਨਪ ਐਬੋਰਿਜਨਲ ਗੈਲਰੀ ਜਾਵਾਂਗੀ।</p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Punjabi, developing projects or budgeting for a shared event; for example, ਅੱਜ ਅਸੀਂ ਐਨਜ਼ੈਕ ਦਿਨ ਦੇ ਮੌਕੇ ਤੇ ਤੁਹਾਡੇ ਨਾਲ ਭਾਰਤ ਦੇ ਲੋਕਾਂ ਦਾ ਗੈਲੀਪੋਲੀ ਅੰਦੋਲਨ ਵਿੱਚ ਯੋਗਦਾਨ ਬਾਰੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਾਂਗੇ; ਕੀ ਤੁਸੀਂ ਆਪਣੇ ਪਰਚਿਆਂ ਦੀ ਤਿਆਰੀ ਕਰ ਲਈ ਹੈ? ਅਜੇ ਨਹੀਂ, ਪਰ ਜਲਦੀ ਹੀ ਕਰ ਲਵਾਂਗੀ; ਇਹ ਸਵੈਟਰ ਬੁਣਨ ਵਾਸਤੇ ਕਿੰਨੀ ਉੱਨ ਚਾਹੀਦੀ ਹੈ?</p>

	Year 3	Year 4	Year 5	Year 6
Australian Curriculum v9	Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures		Initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and school environment Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas	
Proposed WA Curriculum	Participate in social exchanges, sharing information about themselves, their family and friends Participate in activities using some modelled language to complete tasks and play games Recognise and respond to classroom-related language	Participate in, and begin to initiate, short exchanges about their personal world Participate in collaborative activities, using a range of familiar phrases and modelled language	Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world Participate in collaborative activities that involve planning, to share information, preferences and ideas	Participate in, and initiate, extended exchanges about their personal and social worlds Participate in collaborative activities that involve planning and negotiating, to share ideas and preferences

Sub-strand: Informing

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

Sub-strand: Creating

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<p>Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes; for example, ਚਲਾਕ ਲੁੰਬੜੀ; ਦਰਜੀ ਤੇ ਹਾਥੀ; ਲਾਲਚੀ ਕੁੱਤਾ</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p>	<p>Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>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; for example, ਵਿਸਾਖੀ ਵੇਲੇ ਫਸਲਾਂ ਦੀ ਵਾਢੀ ਦਾ ਦ੍ਰਿਸ਼</p>	<p>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</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p>	<p>Share and compare responses to characters, events and ideas, and identify cultural elements in imaginative texts</p> <p>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</p>
Australian Curriculum v9	Create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, and with support		Create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures 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 – for example, ਬਹੁਤ ਭੁੱਖੀ ਸੁੰਡੀ (<i>The Very Hungry Caterpillar</i>) and ਭੂਰੇ ਭਾਲੂ, ਭੂਰੇ ਭਾਲੂ, ਕੀ ਦੇਖਿਆ? (<i>Brown Bear, Brown Bear, What Do You See?</i>) – to compare meanings and share understandings about aspects of language and culture that are different from English Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts	Translate simple texts from Punjabi to English and vice versa, noticing which words or phrases require interpretation or explanation; for example, ਅੱਖਾਂ ਦਾ ਤਾਰਾ; ਇੱਕ ਮੁੱਠ ਹੋਣਾ Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Punjabi to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning Experiment with bilingual dictionaries and/or online translators, considering the relative advantages and limitations of each resource
Australian Curriculum v9	N/A		N/A	
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 to or different from their own language and culture when interacting in Punjabi; for example, the way elders bless younger people by putting their hand on their heads and saying ਜੀਉਂਦੇ ਰਹੋ।	Notice and describe how language reflects cultural practices and norms; for example, using ਜੀ with names of people to show respect; addressing older siblings and relatives with terms of respect such as ਭੈਣ ਜੀ, ਵੀਰ ਜੀ, ਬੀਜੀ, ਬਾਪੂ ਜੀ	Compare ways of communicating in English-speaking and Punjabi-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
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Strand: Understanding

Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
Current WA Curriculum	<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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> using words to express an idea, quality or state; for example, ਖੁਸ਼ੀ, ਗ਼ਮੀ using simple sentences to compare an object's or subject's qualities; for example, ਸੰਦੀਪ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਿਮਰਨ ਤੋਂ ਲੰਬਾ ਹੈ। ਸੰਦੀਪ ਸਭ ਤੋਂ ਲੰਬਾ ਹੈ। using words to show emphasis; for example, ਜ਼ਰੂਰ, ਬਿਲਕੁਲ – ਮੇਰੀ ਗੱਲ ਬਿਲਕੁਲ ਨਾ ਭੁੱਲਣਾ। noticing that the gender or number of the object impacts the verb; for example, ਮੇਜ਼ ਟੁੱਟ ਗਿਆ।; ਕੁਰਸੀ ਟੁੱਟ ਗਈ।; ਸਾਰੇ ਗਲਾਸ ਟੁੱਟ ਗਏ। understanding that sentences with an intransitive verb have no object; for example, ਸਿਮਰਨ ਗਾਉਂਦੀ ਹੈ। becoming aware of subject+object+verb as the grammatical sequence in a Punjabi sentence recognising that some postpositions do not change form in a sentence, like ਨੇ, ਨੂੰ; for example, ਮਾਂ ਨੇ ਬੱਚੇ ਨੂੰ ਰੋਟੀ ਦਿੱਤੀ।, ਮਾਂਵਾਂ ਨੇ ਆਪੋ-ਆਪਣੇ ਬੱਚਿਆਂ ਨੂੰ ਰੋਟੀ ਦਿੱਤੀ। experimenting with common conjunctions like ਤੇ/ ਅਤੇ to write compound sentences; for example, ਜੂਲੀ ਅਤੇ ਗੀਤਾ ਪੜ੍ਹ ਰਹੀਆਂ ਹਨ। using words, phrases and simple sentences to ask and answer questions; for example, ਤੁਹਾਡਾ ਨਾਮ ਕੀ ਹੈ? ਮੇਰਾ ਨਾਮ ... ਹੈ।; ਤੁਸੀਂ ਕਿੱਥੇ ਜਾ ਰਹੇ ਹੋ? ਮੈਂ ਘਰ ਜਾ ਰਿਹਾ/ਰਹੀ ਹਾਂ। ਤੁਹਾਡੇ ਪਿਤਾ ਜੀ ਕਦੋਂ ਆ ਰਹੇ ਹਨ? ਮੇਰੇ ਪਿਤਾ ਜੀ ਪਰਸੋਂ ਆ ਰਹੇ ਹਨ। recognising simple present, past and future tenses in familiar sentences; for example, ਮੀਤਾ ਪੜ੍ਹਦੀ ਹੈ। ਹਰਮਨ ਪੜ੍ਹਦਾ ਸੀ। ਹੁਸਨਾ ਪੜ੍ਹੇਗੀ। 	<p>Recognise different intonation for questions, statements and commands</p> <p>Understand the vowel symbols <i>lagaan</i> and <i>lagakhar</i></p> <p>Recognise that some Punjabi sounds do not exist in English; for example, ਖ, ਝ ਆਦਿ</p> <p>Recognise how some Punjabi words are borrowed from other languages, including Portuguese, Arabic and Persian, and could be pronounced and written with a dot below the letters; for example, ਸ਼,ਖ਼,ਗ਼,ਜ਼,ਫ਼,ਲ – ਖ਼ਰਬੂਜਾ, ਸ਼ੁਰੂ</p> <p>Become aware that ਓ and ਏ cannot be used in <i>mukta</i> form</p> <p>Use the Punjabi sound system, Punjabi print conventions and basic punctuation to write simple sentences and compound sentences; for example, ਸਾਹਿਬਾ ਨੇ ਦੁੱਧ ਪੀਤਾ ਤੇ ਪੜ੍ਹਨ ਲੱਗੀ।</p> <p>Write correctly-formed letters with uniformity in size and alignment</p> <p>Experiment with simple punctuation to end a sentence (!), signal a question (?) or show emphasis (!), or to connect two independent clauses (,)</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> understanding that a word can represent a group of people, animals or things; for example, ਝੰਡ, ਫ਼ੌਜ, ਬੇੜਾ understanding pronouns that do/do not refer to any person, amount or objects in particular; examples of definite pronouns include ਇਹ, ਉਸ, ਇੰਨਾਂ and indefinite pronouns include ਕੁਝ, ਬਹੁਤ, ਕੋਈ stating order or multiplicity of things; for example, ਪਹਿਲਾ, ਸੈਂਵਾਂ, ਦੁਗਣਾ, ਤਿਗਣਾ/ਤਿੰਨ ਗੁਣਾ recognising the shift in verbs in relation to the gender and number of the nouns to which they refer; for example, ਹੈਨਰੀ 	<p>Understand that Punjabi has symbols for half sounds which are used to indicate partial sounds or as a tone marker, called <i>dutt</i> (ਦੁੱਤ), and that only three letters are used as half sounds:</p> <ul style="list-style-type: none"> half R (ਪੈਰੀ ਰ): goes under a consonant and works as a blend; reads as pr, cr half H (ਪੈਰੀ ਹ): used as a tone maker; for example, ਜੜ means fixed and ਜੜ੍ਹ means root half V (ਪੈਰੀ ਵ): some examples are ਸ਼ੁਰਵ, ਸ਼ੁਰਗ <p>Build further understanding of the vowel symbols <i>lagaan</i> and <i>lagakhar</i></p> <p>Distinguish between similar-sounding words; for example, ਦਾਦੀ, ਦੀਦੀ; ਤਰ, ਤਾਰ, ਤਾਰਾ</p> <p>Use the Punjabi sound system, Punjabi print conventions and punctuation to write texts</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> identifying different types of nouns in simple texts understanding that pronouns are used to emphasise the subject in a sentence; for example, ਆਪੋ-ਆਪਣਾ understanding that adjectives are used to represent numbers or the order of things; for example, ਵੀਹਵਾਂ, ਦੁਗਣਾ, ਚੌਥਾਈ, ਕੁਝ, ਦਸ ਦੇ ਦਸ using words that show a number or frequency of a verb; for example, ਘੜੀ-ਮੁੜੀ, ਕਦੀ-ਕਦਾਈਂ recognising that postpositions change form in relation to gender and number; for example, ਗੀਤਾ ਦਾ ਬਸਤਾ, ਯੁਵਰਾਜ ਦੀ ਕਿਤਾਬ, ਸਲਮਾਨ ਦੀਆਂ ਕਿਤਾਬਾਂ 	<p>Recognise how loan English words are pronounced differently in Punjabi and are written using the <i>Gurmukhi</i> script; for example, ਡਾਕਟਰ, ਗਲਾਸ, ਫਰਵਰੀ</p> <p>Consolidate understanding of the <i>lagaan</i> name, <i>lagaan</i> symbol, <i>lagakhar</i> and <i>dutt</i></p> <p>Apply the Punjabi sound system, Punjabi print conventions and punctuation to create text</p> <p>Recognise that the same rules of punctuation apply in Punjabi texts as in English</p> <p>Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> using different types of nouns to create simple texts understanding that pronouns can function as a conjunction to join two sentences; for example, ਜਿਹੜਾ, ਉਹ identifying different types of adjectives in simple texts observing different forms of verbs in relation to tenses using adverbs in relation to time, place, cause and quantity; for example, ਮੀਤਾ ਬਾਰ-ਬਾਰ ਆਪਣੀ ਨਾਨੀ ਨੂੰ ਮਿਲਣ ਜਾਂਦੀ ਰਹਿੰਦੀ ਹੈ। developing an understanding that inflected postpositions change form in relation to gender and number using conjunctions to create text composed of compound and complex sentences using interjections in a text building on knowledge that the gender of masculine words ending with <i>bihari</i> can be changed by removing <i>bihari</i> and adding ਨ, ਏ to the word; for example, ਖਿਡਾਰੀ-ਖਿਡਾਰਨ; ਪੰਜਾਬੀ-ਪੰਜਾਬਣ building an understanding that a singular feminine word ending with <i>kanna</i> can be changed to a plural by adding ਵਾਂ and a <i>bindi</i> (ਵਾਂ) to the word; for example, ਹਵਾ-ਹਵਾਵਾਂ

	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> experimenting with changing the gender of masculine words ending with <i>mukta</i> and <i>kanna</i> by adding/replacing these endings with <i>bihari</i>; for example, ਕਬੂਤਰ, ਕਬੂਤਰੀ; ਨਾਨਾ, ਨਾਨੀ adding <i>kanna</i> and a <i>bindi</i> to pluralise the words ending with <i>mukta</i> sound; for example, ਤਰ-ਤਰਾਂ understanding that adding a letter/s can invert the meaning of the word; for example, adding ਅ to the root word creates the antonyms ਸੁੱਧ, ਅਸੁੱਧ recognising that different words can have the same meaning; for example, ਉਜਾਲਾ, ਚਾਨਣ; ਸੰਤੋਖ, ਸਬਰ using Punjabi words for telling the time; for example, ਸੱਤ ਵਜੇ, ਨੌ ਵਜੇ becoming aware that in India there are six seasons, ਸਰਦੀ, ਬਸੰਤ, ਗਰਮੀ, ਸਾਵਣ, ਪੱਤਝੜ, ਬਹਾਰ recognising the Punjabi words for directions, such as East (ਪੂਰਬ) and North (ਉੱਤਰ) developing cardinal number knowledge for 31 to 40 <p>Begin to develop a metalanguage in Punjabi for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple and familiar spoken, written and multimodal Punjabi texts</p>	<p>ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਿਆ ਸੀ; ਹਾਤੀਮਾ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਈ ਸੀ; ਅਸੀਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਏ ਸੀ।</p> <ul style="list-style-type: none"> understanding that sentences with a transitive verb have both a subject and an object; for example, ਸਿਮਰਨ ਗਾਣਾ ਗਾਉਂਦੀ ਹੈ। using adverbs to show the way action has happened; for example, ਹੌਲੀ, ਇਉਂ recognising and using postpositions that do not change form in a sentence at all, such as ਦੁਆਰਾ, ਲਈ, ਵਾਸਤੇ; for example, ਮਾਂ ਮੇਰੇ ਵਾਸਤੇ ਕਿਤਾਬ ਲਿਆਈ। ਮਾਂ ਸਾਡੇ ਵਾਸਤੇ ਕਿਤਾਬਾਂ ਲਿਆਈ। using simple conjunctions such as ਪਰ, ਫਿਰ ਵੀ to write compound sentences; for example, ਪਵਨ ਪੜ੍ਹ ਰਿਹਾ ਹੈ ਪਰ ਰਮਨ ਖੇਡ ਰਿਹਾ ਹੈ। becoming aware that words or phrases can be used to express a spontaneous feeling or reaction; for example, ਬੱਲੇ!; ਖਬਰਦਾਰ! understanding the use of past, present and future continuous tenses to write sentences; for example, ਮੀਤਾ ਪੜ੍ਹ ਰਹੀ ਹੈ; ਸਲੀਮ ਪੜ੍ਹ ਰਿਹਾ ਸੀ।; ਪ੍ਰੀਤ ਪੜ੍ਹ ਰਹੀ ਹੋਵੇਗੀ। developing an understanding of changing the gender of masculine words ending with <i>mukta</i> by adding ਨੀ, ਈ or ਤੀ; for example, ਸ਼ੇਰ, ਸ਼ੇਰਨੀ; ਭਗਤ, ਭਗਤਈ; ਬਾਲ, ਬਾਲਤੀ experimenting with changing the root word when making plurals of words ending with <i>bihari</i> (ੀ), by adding ਆ and a <i>bindi</i> on top (ਆਂ); for example, ਕੁੜੀ, ਕੁੜੀਆਂ recognising that one word can have multiple meanings; for example, ਉੱਤਰ can mean direction, answer, going down or getting down understanding that different words can have the same meaning; for example, ਉਜਾਲਾ – ਚਾਨਣ, ਪ੍ਰਕਾਸ਼, ਰੋਸ਼ਨੀ, ਲੋਅ using the prefixes ਅਣ, ਅਪ, ਅਨ, ਕੁ, ਨਾ, ਨਿ, ਨਿਹ, ਨਿਸ਼, ਨਿਰ ਆਦਿ to create antonyms; for example, ਮਾਨ, ਅਪਮਾਨ; ਫਲ, ਨਿਸ਼ਫਲ 	<ul style="list-style-type: none"> using simple conjunctions, like ਜਾਂ, ਜਾਂ ਫਿਰ to write compound sentences and ਤਾਂ ਜੇ, ਕਿਉਂਕਿ to write complex sentences experimenting with interjections in a text; for example, ਹਲਾ! ਬੱਚ ਕੋ! developing an understanding of using simple and continuous present, past and future tense to write sentences identifying gender and number in a text further understanding that the sequence of grammatical items in a Punjabi sentence is subject+postposition +object+verb and auxiliary verb extending understanding that the gender of masculine words ending with <i>mukta</i> can be changed by adding <i>kanna</i> to the word; for example, ਅਧਿਆਪਕ-ਅਧਿਆਪਕਾ, ਗਾਇਕ-ਗਾਇਕਾ developing an understanding of changing singular words ending with <i>kanna</i> to plurals by replacing <i>kanna</i> with <i>lanv</i> (ੇ); for example, ਤੇਤਾ, ਤੇਤੇ understanding a letter/s can be added before or after a root word to create a new word; for example, ਉਪਕਾਰ- ਪਰਉਪਕਾਰ, ਰੰਗ-ਰੰਗਤ understanding and creating different types of sentences with correct punctuation identifying homonyms in texts identifying antonyms in texts furthering understanding of how a word/s can have the same meaning as another word; for example, ਇਨਸਾਨ – ਆਦਮੀ, ਮਨੁੱਖ, ਪੁਰਖ, ਬੰਦਾ, ਮਾਨਵ demonstrating that many words can be substituted by one word in relation to a number; for example, a group of 12 is a dozen (ਦਰਜਨ); a period of 10 years is a decade (ਦਹਾਕਾ) becoming aware that Punjabi new year starts in March – Chet (ਚੇਤ) is the first month – and exploring the names of all the months in the <i>desi</i> calendar 	<ul style="list-style-type: none"> understanding the use of past, present and future perfect tenses to create text; for example, ਨੀਤੀ ਪੜ੍ਹ ਚੁੱਕੀ ਹੈ। ਰਮੇਸ਼ ਪੜ੍ਹ ਚੁੱਕਾ ਸੀ। ਅਫਸਾਨਾ ਪੜ੍ਹ ਚੁੱਕੀ ਹੋਵੇਗੀ। experimenting by adding a letter/s, before or after or a symbol, to a root word to create prefixes and suffixes recognising homonyms in texts using antonyms and synonyms in texts understanding that one word can be substituted for many words naming the months in the <i>desi</i> calendar in order from first to last and exploring the seasons in relation to the calendar developing number knowledge for 81 to 100, one thousand (ਹਜ਼ਾਰ), one hundred thousand (ਲੱਖ) and one million (ਕਰੋੜ), and reading numbers like 2024 as ਦੋ ਹਜ਼ਾਰ ਚੌਵੀ <p>Build a metalanguage in Punjabi to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how Punjabi texts use language in ways that create different effects and suit different audiences</p>

	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> comparing the duration of seasons in the Punjab region and Australian seasons using suitable language while telling the time; for example, ਸਾਢੇ ਅੱਠ, ਤਿੰਨ ਵੱਜ ਕੇ ਵੀਹ ਮਿੰਟ developing number knowledge for 41 to 60 <p>Develop a metalanguage in Punjabi 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>	<ul style="list-style-type: none"> using ਸਵਾ and ਪੈਣੇ when telling the time; for example, ਸਵਾ ਪੰਜ, ਪੈਣੇ ਅੱਠ developing number knowledge for 61 to 80 <p>Build a metalanguage in Punjabi to comment on vocabulary and grammar, and describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Punjabi texts have certain conventions and can take different forms depending on the context in which they are produced</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>	
Proposed WA Curriculum	<p>Recognise and experiment with combinations of Gurmukhi sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>Recognise simple Punjabi language conventions, Gurmukhi rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify familiar Punjabi language features and compare with those of English, in known contexts</p>	<p>Recognise and use combinations of Gurmukhi sounds, pronunciation and intonation patterns of Punjabi to form words and phrases</p> <p>Recognise and use simple Punjabi language conventions, Gurmukhi rules, grammatical structures and basic syntax in familiar texts and contexts</p> <p>Identify and discuss familiar Punjabi language features and compare with those of English, in known contexts</p>	<p>Apply combinations of Gurmukhi sounds, pronunciation and intonation patterns of Punjabi to develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts</p> <p>Compare Punjabi language structures and features with those of English, using familiar metalanguage</p>	<p>Apply combinations of Gurmukhi sounds, pronunciation and intonation patterns of Punjabi to further develop fluency</p> <p>Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose and respond to texts</p> <p>Compare and discuss Punjabi 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 Punjabi language reflect different regions and countries, different relationships and different ways of making meaning	Understand that there are variations in Punjabi as it is used in different contexts by different people; for example, formal/informal register and regional variations	Understand that the Punjabi language is used differently in different contexts and situations Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages
Australian Curriculum v9	N/A		N/A	
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 Punjabi, Australian and other cultures' practices and how these are reflected in language	Understand that Punjabi 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 Punjabi used in different contexts within East Punjab and West Punjab 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 Punjabi 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 Punjabi language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken 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, ਮੇਰਾ ਭਰਾ ਮੈਨੂੰ ਬਹੁਤ ਤੰਗ/ਪਰੇਸ਼ਾਨ ਕਰਦਾ ਹੈ।; ਕੱਲ੍ਹ ਰਾਤ ਮੈਂ ਆਪਣੇ ਦੋਸਤਾਂ/ਮਿੱਤਰਾਂ ਨਾਲ ਮੇਲੇ ਤੇ ਗਿਆ ਸੀ। ਸਾਨੂੰ ਬਹੁਤ ਮਜ਼ਾ ਆਇਆ ਸੀ। ਮੈਨੂੰ ਖੇਡਣਾ ਅਤੇ ਗਾਉਣਾ ਬਹੁਤ ਚੰਗਾ ਲੱਗਦਾ ਹੈ।; ਮੇਰੇ ਮਾਮੇ ਦਾ ਵਿਆਹ ਅਗਸਤ ਮਹੀਨੇ ਪੰਜਾਬ ਵਿੱਚ ਹੋਵੇਗਾ। ਮੈਂ ਵਿਆਹ ਵਿੱਚ ਫੁਲਕਾਰੀ ਵਾਲਾ ਪਟਿਆਲਾ ਸੂਟ ਪਾਵਾਂਗੀ ਅਤੇ ਮੇਰਾ ਭਰਾ ਕੁੜਤਾ ਪਜਾਮਾ ਪਾਵੇਗਾ। ਅਸੀਂ ਬਹੁਤ ਖੁਸ਼ ਹਾਂ।</p> <p>Engage in individual and collaborative tasks that involve planning, considering options, negotiating arrangements and participating in transactions; for example, hosting a Punjabi class or visitor, taking an excursion to a Punjabi restaurant or the cinema, attending a Punjabi community event or volunteering at a Punjabi school</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, ਤੁਹਾਡੀ ਭਾਰਤ ਦੀ ਯਾਤਰਾ ਕਿਵੇਂ ਰਹੀ?; ਤੂੰ/ਤੁਸੀਂ ਗਰਮੀ ਦੀ ਛੁੱਟੀਆਂ ਵਿੱਚ ਕਿੱਥੇ ਗਈ/ਗਏ ਸੀ? ਮੈਂ ਆਪਣੇ ਪਰਿਵਾਰ ਨਾਲ ਪਹਿਲਾਂ ਅੰਮ੍ਰਿਤਸਰ ਗਈ ਸੀ, ਅਤੇ ਉਸ ਤੋਂ ਬਾਅਦ ਚੰਡੀਗੜ੍ਹ ਤੋਂ ਹੁੰਦੇ ਹੋਏ ਦਿੱਲੀ ਵਾਪਸ ਆ ਗਈ।; ਤੂੰ/ਤੁਸੀਂ ਦੀਵਾਲੀ (ਬੰਦੀ ਛੇੜ) ਤੇ ਕੀ ਕਰਦਾ/ਕਰਦੀ/ਕਰਦੇ ਹੈ/ਹੋ? ਮੈਂ/ਅਸੀਂ ਦੀਵਾਲੀ (ਬੰਦੀ ਛੇੜ) ਤੇ ਗੁਰਦੁਆਰੇ ਜਾਂਦਾ/ਜਾਂਦੀ/ਜਾਂਦੇ ਹਾਂ। ਸ਼ਾਮ ਨੂੰ ਅਸੀਂ ਸਾਰਾ ਪਰਿਵਾਰ ਦਾਦੀ ਦੇ ਘਰ ਜਾਂਦੇ ਹਾਂ ਤੇ ਆਪਣੇ ਚਚੇਰੇ ਭੈਣਾਂ ਤੇ ਭਰਾਵਾਂ ਨਾਲ ਦੀਵਾਲੀ (ਬੰਦੀ ਛੇੜ) ਮਨਾਉਂਦੇ ਹਾਂ। ਅਸੀਂ ਸਾਰੇ ਘਰ ਵਿੱਚ ਦੀਵੇ ਜਗਾਉਂਦੇ ਹਾਂ ਤੇ ਮਿਠਾਈਆਂ ਖਾਂਦੇ ਹਾਂ।</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, including culture-specific experiences and preparing for a real or virtual event, trip or excursion, a sporting event or community festival ਦੀਵਾਲੀ (ਬੰਦੀ ਛੇੜ); ਹੋਲੀ (ਹੋਲਾ-ਮਹੱਲਾ); ਈਦ, ਸੁਤੰਤਰਤਾ ਦਿਨ</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, ਜਦ ਮੈਂ ਸੱਤ ਸਾਲ ਦੀ ਸੀ ...; ਹੁਣ ਮੈਂ ਇਹ ਨਹੀਂ ਕਰ ਸਕਦੀ।; ਭਵਿੱਖ ਵਿੱਚ ਮੈਂ ...; ਤੂੰ/ਤੁਸੀਂ ਘਰ ਵਿੱਚ ਕੀ ਕੰਮ ਕਰਦਾ/ਕਰਦੀ/ਕਰਦੇ ਹੈ/ਹੋ?; ਮੇਰੇ/ਮੇਰੀ ਹਿਸਾਬ/ਰਾਏ ਨਾਲ ...; ਤੂੰ/ਤੁਸੀਂ ਕੀ ਸੋਚਦਾ/ਸੋਚਦੇ ਹੈ/ਹੋ?; ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ ...; ਤੂੰ/ਤੁਸੀਂ ਬੜੀ ਜਲਦੀ ਕੰਮ ਕਰ ਰਿਹਾ/ਰਹੇ ਹੈ/ਹੋ।</p> <p>Engage in individual and collaborative tasks that involve planning and managing activities, events or experiences and 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 teenager</p>	<p>Initiate and participate in sustained interactions with others orally and in writing to discuss young people’s experiences and interests in contemporary culture and social issues; for example, ਵਾਤਾਵਰਣ; ਅੰਧਵਿਸ਼ਵਾਸ; ਧੱਕੇਸ਼ਾਹੀ; ਬੇਚੁਜ਼ਗਾਰੀ, ਰਿਸ਼ਤੇ</p> <p>Express feelings and justify opinions; for example, ਤੂੰ/ਤੁਸੀਂ ਅੱਗੇ ਚੱਲ ਕੇ ਕਿਹੜੀ ਪੜ੍ਹਾਈ ਕਰਨ ਦੀ ਸੋਚ ਰਹੀ/ਰਿਹਾ/ਰਹੇ ਹੈ/ਹੋ?; ਕੀ ਤੈਨੂੰ/ਤੁਹਾਨੂੰ ਨਵੀਂ ਭਾਸ਼ਾ ਸਿੱਖਣਾ ਔਖਾ ਲੱਗਦਾ ਹੈ?; ਮੇਰੇ ਹਿਸਾਬ ਨਾਲ ਸਭ ਨੂੰ ਕੁਦਰਤ ਦੀ ਦੇਖ-ਭਾਲ ਕਰਨੀ ਚਾਹੀਦੀ ਹੈ।; ਮੈਂ ਕਨੂੰਨ ਦੀ ਪੜ੍ਹਾਈ ਪੂਰੀ ਕਰਨ ਦੇ ਬਾਦ ਵਕੀਲ ਬਣਨਾ ਚਾਹੁੰਦਾ/ਬਣਨਾ ਚਾਹੁੰਦੀ ਹਾਂ।; ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ ...; ਮੈਂ ਤੁਹਾਡੇ ਨਾਲ ਸਹਿਮਤ ਨਹੀਂ ਹਾਂ।</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, or protests or rallies to raise awareness of contemporary culture and social issues</p>
Australian Curriculum v9	<p>Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p>		<p>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</p> <p>Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p>	
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 Punjab and its 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 some 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 intended audiences</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, for instance, 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>	
Proposed WA Curriculum	<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p>

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, cartoons and films, 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 reflect Indian cultural values or experiences through structure, language and mood to build action, develop character and position the reader/audience Create and present imaginative texts, designed to engage different audiences, that involve moods and effects	Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons and films, songs, dance, street art and performance 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

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 Punjabi expressions and idioms (such as ਸਹਿਜ ਪੱਕੇ ਸੇ ਮੀਠਾ ਹੋਏ; ਅਸਮਾਨ ਤੋਂ ਡਿੱਗੀ ਖਜੂਰ 'ਤੇ ਅਟਕੀ can create confusion when translated literally
Australian Curriculum v9	N/A		N/A	
Proposed WA Curriculum	Removed	Removed	Removed	Removed

Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	<p>Interact and engage with members of the Punjabi-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use, for instance, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions, beliefs, interests and experience, influences their identity and communication</p>	<p>Participate in intercultural interactions with members of the Punjabi-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>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>Monitor language choices when using Punjabi, 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>Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>	<p>Reflect on the experience of learning and using Punjabi, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives</p> <p>Explore and express their own cultural identity and ability to act as a cultural mediator between Punjabi speakers and other Australians</p>
Australian Curriculum v9	N/A		N/A	
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>Use the features of the Punjabi sound system and build phonemic awareness by experimenting with stress and intonation to pronounce high tonal sounds in words; for example, ਕੜ, ਘ, ਝ, ਢ, ਧ, ਭ</p> <p>Consolidate the use of all the <i>lagaan</i>, linking them to short and long sounds</p> <p>Distinguish the use of the <i>bindi</i> (ਂ) and <i>tippee</i> (ੰ) to pronounce Punjabi letters with a nasal quality</p> <p>Recognise and correctly pronounce the under-dotted characters ਸ, ਖ, ਗ, ਜ, ਫ, ਲ</p> <p>Become aware that the majority of characters in the <i>Gurmukhi</i> script occur as partners and the first sound in each pair is unaspirated and the second sound in each pair is aspirated; for example, in ਕ, ਖ and ਗ, ਘ, ਕ, ਗ are unaspirated sounds and ਖ, ਘ are aspirated sounds</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> building an understanding of different types of nouns used to name special people or measurable things; indicate a state; and to name a group of things; for example, ਪੰਜਾਬ, ਤੇਲ, ਖੁਸ਼ੀ, ਇੱਜ਼ਤ, ਦਲ, ਜੱਥਾ becoming aware that pronouns can be used to ask questions; for example, ਕੌਣ; ਕਿਸਦਾ; ਕਿਹੜਾ? becoming aware that pronouns act like an adjective when they modify nouns; for example, ਇਹ ਕਿਤਾਬ ਮੇਰੀ ਹੈ। using different forms of verbs in the context of time; for example, ਮੀਤਾ ਅੱਜ ਆਈ ਹੈ।; ਮੀਤਾ 	<p>Continue to build on knowledge of the features of the Punjabi sound system and phonemic awareness by using stress and intonation to pronounce high tonal sounds in words ਕੜ, ਵ, ਣ; for example, ਕੰਝਣਾ, ਸੁਣ</p> <p>Recognise the specific sounds of the consonants, and the correct pronunciation of the same, to avoid distorting the meaning of the word in Punjabi; for example, ਘਰ, ਘੜ; ਗੰਦ, ਗੰਧ; ਜੂਠ, ਝੂਠ</p> <p>Recognise and correctly pronounce the underdotted characters as required; for example, ਖਜ਼ਾਨਾ, ਗਜ਼ਲ</p> <p>Distinguish loan words from other languages; for example, Persian (ਇੱਜ਼ਤ, ਗੁਨਾਹ, ਤਨਖ਼ਾਹ) and English (ਸਟੇਸ਼ਨ, ਫ਼ਿਲਮ, ਪਿਕਨਿਕ)</p> <p>Understand the influence of the Punjabi sound system when pronouncing loan words from English; for example, ਬਿਸਕੁਟ ਅਤੇ ਜਨਵਰੀ</p> <p>Use appropriate rhythm and intonation in familiar and rehearsed activities</p> <p>Recognise the difference in pronunciation of aspirated and unaspirated sounds</p> <p>Observe the slight differences in the formation of letters; for example, ਬ, ਖ, ਖ਼; ਪ, ਧ</p> <p>Apply all punctuation marks used in Punjabi and understand their functions</p> <p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> using different types of nouns to share ideas, opinions and experiences and exchange information; for example, ਗਰਮੀਆਂ ਵਿੱਚ ਪਹਾੜਾਂ ਦਾ ਮੌਸਮ ਬੜਾ ਸੁਹਾਵਣਾ ਹੁੰਦਾ ਹੈ। ਪਹਾੜਾਂ ਉੱਤੇ ਬਹੁਤ ਸਾਰੇ ਸੈਲਾਨੀ ਆਉਂਦੇ ਹਨ। ਕਰਨ ਆਪਣੇ 	<p>Use stress, intonation and volume accurately to speak in most social and some formal contexts</p> <p>Recognise the placement of tongue and airflow when pronouncing words with ਸ and ਛ; for example, ਸੱਕ, ਛੱਕ</p> <p>Listen to the tonal letters ਘ, ਝ, ਢ, ਧ, ਭ and differentiate the high and low tone production depending upon their place in a word; for example, ਝਗੜਾ, ਕੁਝ; ਧੰਨ, ਕੰਧ</p> <p>Understand the slight differences in the formation of letters; for example, ਡ ਤ, ਭ; ਤ, ਝ; ਰ, ਹ</p> <p>Become aware that the <i>Gurmukhi</i> script is an <i>abugida</i> writing system that has sequences of consonants and vowels written as a unit; for example, ਮਾਸੀ, ਗੁਲਾਬ, ਚੌਵੀ</p> <p>Apply knowledge of the features of the Punjabi sound system (consonants, <i>lagaan</i>, <i>lagakhar</i> and <i>dutt</i>) along with relevant grammar to write Punjabi texts</p> <p>Consolidate the use of punctuation in understanding and creating Punjabi texts</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> becoming aware of compound nouns; for example, ਟਿੱਡੀ+ਦਲ-ਟਿੱਡੀਦਲ, ਸਾਫ਼+ਦਿਲ-ਸਾਫ਼ਦਿਲ, ਚਿੜੀ+ਮਾਰ-ਚਿੜੀਮਾਰ building an understanding of the fact that adjectives can only modify nouns and pronouns; for example, ਮੀਂਹ-ਹਨੇਰੀ ਨੇ ਫ਼ਸਲਾਂ ਦਾ ਬਹੁਤ ਨੁਕਸਾਨ ਕੀਤਾ ਹੈ; ਉਹ ਕਾਰ ਬਹੁਤ ਵੱਡੀ ਹੈ 	<p>Use intonation, volume and emphasis to clarify meaning and produce speech with clear pronunciation</p> <p>Recognise that Punjabi sounds different in various parts of East Punjab and West Punjab and understand that each dialect is influenced by the local language of the region; for example, ਬਾਜਾ, ਵਾਜਾ; ਜਦੋਂ, ਜਿਸ ਦਿਨ; ਚੱਕ, ਚੁੱਕ</p> <p>Further understand the slight differences in the formation of letters; for example, ਟ, ਫ, ਫ਼; ਦ, ਢ; ਵ, ਢ</p> <p>Consolidate knowledge of the features of the Punjabi sound system (consonants, <i>lagaan</i>, <i>lagakhar</i> and <i>dutt</i>) along with relevant grammar to write Punjabi texts</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 Punjabi grammatical system, including:</p> <ul style="list-style-type: none"> becoming aware that nouns are used as subjects, predicates, appositives, indirect objects and in relation to verbs or postpositions; for example, ਹਰਮਨ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ ਹੈ।; ਉਹ ਸਾਰੇ ਮੇਰੇ ਦੋਸਤ ਹਨ।; ਭਾਰਤ ਦਾ ਰਾਜ, ਪੰਜਾਬ, ਖੇਤੀ-ਬਾੜੀ, ਮੇਲਿਆਂ ਅਤੇ ਤਿਉਹਾਰਾਂ ਲਈ ਮਸ਼ਹੂਰ ਹੈ।; ਮਾਂ ਨੇ ਬੱਚੇ ਵਾਸਤੇ ਕਹਾਣੀ ਪੜ੍ਹੀ।; ਬੱਚੇ ਰੁੱਖ ਥੱਲੇ ਖੇਡ ਰਹੇ ਹਨ। furthering understanding of using pronouns in accordance with number to create text using adjectives to provide specific information about an object in relation to its appearance, quality, quantity etc. and to compare two or more nouns

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	<p>ਪਿਛਲੇ ਸੋਮਵਾਰ ਆਈ ਸੀ।; ਮੀਤਾ ਅਗਲੇ ਵੀਰਵਾਰ ਆਵੇਗੀ।</p> <ul style="list-style-type: none"> becoming aware that sentences can be written in different ways without altering the meaning of the sentence (active voice and passive voice); for example, ਸਿਮਰਨ ਨੇ ਚਿੱਠੀ ਲਿਖੀ।; ਚਿੱਠੀ ਸਿਮਰਨ ਦੁਆਰਾ ਲਿਖੀ ਗਈ। noticing that adverbs modify verbs; for example, ਕਮਰਾ ਖਰਾਬ ਭਰਿਆ ਹੋਇਆ ਸੀ।; ਉਹ ਹੌਲੀ-ਹੌਲੀ ਜਾ ਰਿਹਾ ਹੈ। becoming aware that the function of postpositions in Punjabi is the same as that of prepositions in English, except that postpositions are used after the noun; for example, ਸੀਤਾ ਨੇ ਕਿਤਾਬ ਪੜ੍ਹੀ। ਵਾਕ ਵਿਚ ਸੰਬੰਧਕ 'ਨੇ' ਸੀਤਾ ਦੇ ਬਾਅਦ ਆਇਆ ਹੈ, ਜੋ ਕਿ ਇਕ ਨਾਂਵ ਹੈ। using conjunctions to create compound sentences; for example, ਮੈਂ ਬਜ਼ਾਰ ਜਾਵਾਂ ਜਾਂ ਮੈਂ ਆਪਣਾ ਕੰਮ ਖਤਮ ਕਰਾਂ। further understanding that the gender of masculine words ending with <i>mukta</i> is changed by adding a <i>kanna</i> and ਈ to the word; for example, ਸੇਠ – ਸਿਠਾਈ; ਮੁਗ਼ਲ – ਮੁਗ਼ਲਾਈ pluralising the words ending with <i>dulankar</i> (ੂ) by adding ਆ and a <i>bindi</i> on top (ਆਂ) of the root word; for example, ਵਸਤੂ-ਵਸਤੂਆਂ; ਗਊ-ਗਊਆਂ observing that some words connect nouns and pronouns to a verb or other words in a sentence; for example, ਨੇ, ਨੂੰ, ਨਾਲ, ਲਈ; ਦਾਦੀ ਜੀ ਨੇ ਕਹਾਣੀ ਸੁਣਾਈ।; ਦਾਦੀ ਜੀ ਨੇ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਸੁਣਾਈ।; ਦਾਦੀ ਜੀ ਨੇ ਬੱਚਿਆਂ ਲਈ ਖੀਰ ਬਣਾਈ। 	<p>ਪਰਿਵਾਰ ਨਾਲ ਪਹਾੜਾਂ ਤੇ ਗਿਆ ਸੀ। ਉੱਚੇ- ਉੱਚੇ ਪਹਾੜ ਵੇਖ ਕੇ ਰਮੇਸ਼ ਬਹੁਤ ਖੁਸ਼ ਹੋ ਰਿਹਾ ਸੀ।</p> <ul style="list-style-type: none"> building an understanding of different adjectives and using them to express ownership and quantity; for example, ਮੈਂ ਬਹੁਤ ਸਾਰਾ ਸਮਾਨ ਖਰੀਦ ਲਿਆ। noticing the change in the sentence structure when experimenting with active voice and passive voice understanding that some postpositions change form to comply with number, gender or case but many postpositions do not change their form at all; for example, ਮੇਨਾ ਦਾ ਮੇਜ਼ ਟੁੱਟ ਗਿਆ।; ਅਬਦੁਲ ਦੀ ਕੁਰਸੀ ਟੁੱਟ ਗਈ।; ਯਸ਼ ਦੇ ਕੱਪੜੇ ਗਿੱਲੇ ਹੋ ਗਏ।; ਸੇਬਾਂ ਦੀਆਂ ਬਹੁਤ ਕਿਸਮਾਂ ਹੁੰਦੀਆਂ ਹਨ। using conjunctions to create complex sentences; for example, ਮੈਂ ਜਲਦੀ ਕੰਮ ਖਤਮ ਕਰਨਾ ਚਾਹੁੰਦੀ ਹਾਂ ਤਾਂਕਿ ਮੈਂ ਪੜ੍ਹ ਸਕਾਂ। recognising that specific interjections are used to express joy, wishes, surprise or respect; for example, ਅਸ਼ਕੋ! ਕਾਸ਼! ਹਲਾ! ਧੰਨ ਭਾਗ! understanding that some non-living nouns have fixed gender; for example, ਦਰਖਤ, ਸੋਨਾ, ਧਰਤੀ, ਚਾਂਦੀ further understanding the change in the root word when making plurals of words ending with <i>dulanv</i> (ੈ), and <i>kanaura</i> (ੈ) by adding ਆ and a <i>bindi</i> on top (ਆਂ) to the root word; for example, ਸੈ-ਸੈਆਂ, ਖੁਸ਼ਬੋ-ਖੁਸ਼ਬੋਆਂ developing an understanding of case, its types (ਕਰਤਾ, ਕਰਮ, ਕਰਣ ...) and the symbols (ਨੇ, ਨੂੰ, ਨਾਲ, ਦੁਆਰਾ ...) used for a particular 	<ul style="list-style-type: none"> understanding that adjectives can be used objectively (ਪੁਰਾਣਾ, ਲਾਲ, ਸਾਫ਼) and subjectively (ਖੁਸ਼, ਭੁੱਖਾ, ਠੰਢਾ) extending understanding of the four ways the verbs are differentiated identifying and understanding the shift in the sentence structure from active voice to passive voice; for example, ਗਿਆਨ ਨੇ ਸਫ਼ਾਈ ਕੀਤੀ। ਸਫ਼ਾਈ ਗਿਆਨ ਦੁਆਰਾ ਕੀਤੀ ਗਈ। building an understanding that adverbs modify verbs and adjectives as well as other adverbs; for example, ਅਸਲਮ ਬਾਰ-ਬਾਰ ਉੱਚੀ ਆਵਾਜ਼ ਵਿੱਚ ਬੋਲ ਰਿਹਾ ਸੀ।; ਮਾਤਾ ਕਦੀ-ਕਦਾਈਂ ਬਾਹਰ ਰੋਟੀ ਪਕਾਉਂਦੀ ਹੈ। understanding the use of inflected and uninflected postpositions as case markers; for example, ਦਾ, ਦੇ, ਨੇ, ਨੂੰ experimenting with conjunctions to create cohesive texts further understanding that specific interjections are used for encouraging, addressing, expressing disapproval, warning or blessing; for example, ਸ਼ਾਬਾਸ਼!; ਓਏ ਕਾਕਾ!; ਬਚੀ!; ਖੁਸ਼ ਰਹੋ! continue exploring the different ways of transforming masculine words to feminine words demonstrating an understanding of the rules of conversion from singular to plural identifying different type of case, the symbols used for each case and the questions asked to find out the type of case; for example, ਕਰਤਾ ਕਾਰਕ ਦੀ ਪਛਾਣ ਕੌਣ? ਕਿਸ ਨੇ? ਪੁਸ਼ਨਾਂ ਨਾਲ ਹੁੰਦੀ ਹੈ ਅਤੇ ਇਸ ਦਾ ਚਿੰਨ੍ਹ 'ਨੇ' ਹੈ। understanding that different phrases or sentences are used for command/instruction in Punjabi (imperative present tense); for example, ਸਾਰੇ ਜਾਣੇ ਬਾਹਰ ਆਓ। 	<ul style="list-style-type: none"> recognising that adjectives can alter the meaning/context of a sentence, convey information or transform dull prose creating texts in Punjabi using different forms of verbs transforming active voice to passive voice to create variation in the text; for example, ਮਾਲੀ ਫੁੱਲ ਤੋੜ ਰਿਹਾ ਹੈ। ਫੁੱਲ ਮਾਲੀ ਦੁਆਰਾ ਤੋੜਿਆ ਜਾ ਰਿਹਾ ਹੈ। using postpositions and conjunctions to create cohesive texts becoming aware that some masculine words have entirely different feminine forms; for example, ਫੁੱਫੜ-ਭੂਆ, ਬਲਦ-ਗਾਂ understanding that some nouns have a plural form only; for example, ਪੇਕੇ, ਸਹੁਰੇ, ਦਾਦਕੇ, ਨਾਨਕੇ, ਲੋਕ understanding the importance of case markers in forming a meaningful sentence understanding the requirement of language features for sixteen tenses in relation to time. The sixteen tenses under present, past and future are in indefinite, continuous, perfect, perfect continuous and conditional forms except present tense, which has an imperative form as well; for example, ਹਮਜ਼ਾ ਖਾਣਾ ਖਾ ਰਿਹਾ ਹੈ।; ਹਮਜ਼ਾ ਖਾਣਾ ਖਾ ਰਿਹਾ ਸੀ।; ਹਮਜ਼ਾ ਖਾਣਾ ਖਾ ਰਿਹਾ ਹੋਵੇਗਾ।; ਜੇ ਤੁਸੀਂ ਆਪਣਾ ਕੰਮ ਕਰ ਲਿਆ ਤਾਂ ਖੇਡਣ ਜਾ ਸਕਦੇ ਹੋ।; ਜੇ ਤੂੰ ਮਿਹਨਤ ਨਾ ਕਰਦਾ ਤਾਂ ਤੂੰ ਪਾਸ ਨਹੀਂ ਹੋਣਾ ਸੀ।; ਜੇ ਤੁਸੀਂ ਜਲਦੀ ਉਠੋਗੇ ਤਾਂ ਹੀ ਸਮੇਂ ਤੇ ਉਥੇ ਪਹੁੰਚੋਗੇ। understanding that prefixes and suffixes can change the meaning or grammatical form of a root word, such as changing a noun to an adjective or a verb and vice versa; for example, ਖੇਡਾਂ ਵਿੱਚ ਕੁਝ ਬੱਚੇ ਸਫਲ ਅਤੇ ਕੁਝ

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	<ul style="list-style-type: none"> understanding the perfect continuous tense in all three forms and observing the verb endings in the sentences; for example, ਉਹ ਦੋ ਘੰਟੇ ਤੋਂ ਇੰਤਜ਼ਾਰ ਕਰ ਰਿਹਾ ਹੈ।; ਮੈਂ ਸਵੇਰ ਤੋਂ ਸਫ਼ਰ ਕਰ ਰਹੀ ਸੀ।; ਉਹ ਸਵੇਰ ਤੋਂ ਸਫ਼ਰ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ। developing an understanding of how adding a letter/s before or adding a letter/s or a symbol after a root word creates new words; for example, ਉਮਰ-ਹਮਉਮਰ; ਪੰਜਾਬ-ਪੰਜਾਬਣ; ਉਸਾਰ-ਉਸਾਰੀ using Punjabi sentence structure to create compound sentences using different grammatical features such as homonyms and synonyms to create texts developing an understanding that one word can be substituted for many words; for example, ਦਇਆ ਦੀ ਭਾਵਨਾ ਵਾਲਾ – ਦਿਆਲੂ becoming aware of the participle and its types; for example, ਰਾਮ ਰੋਜ਼ ਗਾਉਂਦਾ ਹੈ।; ਮੈਨੂੰ ਪੜ੍ਹਿਆ-ਲਿਖਿਆ ਅੱਜ ਵੀ ਯਾਦ ਹੈ। using cardinal and ordinal numbers in familiar contexts and modelled language, such as with age, date, time and describing the school day; for example, ਨੀਤੀ ਅੱਜ ਪੈਂਦੇ ਪੰਜ ਵਜੇ ਘਰ ਆਈ ਹੈ। Continue to build a metalanguage to describe grammatical concepts and to organise learning resources <p>Understand the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction</p>	<p>case; for example, ਕੁੜੀ ਨੇ ਰੋਟੀ ਖਾਧੀ। ਤਨਵੀ ਨੇ ਦੁਕਾਨਦਾਰ ਨੂੰ ਪੈਸੇ ਦਿੱਤੇ।</p> <ul style="list-style-type: none"> understanding conditional tense in all three forms and observing the verb endings in sentences; for example, ਜੇ ਤੁਸੀਂ ਮੇਰੀ ਮਦਦ ਕਰੋ ਤਾਂ ਮੈਂ ਜਲਦੀ ਕੰਮ ਖਤਮ ਕਰ ਸਕਦਾ ਹਾਂ। ਜੇ ਤੂੰ ਜਲਦੀ ਚੱਲੋਗਾ ਤਾਂ ਹੀ ਉੱਥੇ ਪਹੁੰਚੋਗਾ। showing an understanding of prefixes (by adding a letter/s before the root word) and suffixes (by adding a letter or a symbol after the root word) by creating new words; for example, ਪਰਉਪਕਾਰ, ਘਬਰਾਹਟ, ਅਸਮਾਨੀ, ਉਜਾੜੂ creating meaningful text by using homonyms, synonyms and antonyms understanding that one word can be substituted for many words becoming aware that some groups of words have a meaning that is not deducible from the meaning of the individual words (idioms); for example, ਗਲ ਨਾਲ ਲਾਉਣਾ becoming aware that the present participle changes according to number and gender; for example, ਖਾਂਦਾ, ਖਾਂਦੇ, ਖਾਂਦੀ; ਚੜ੍ਹਦਾ, ਚੜ੍ਹਦੇ, ਚੜ੍ਹਦੀ locating events in time, such as days, dates and months; for example, ਦਰਸ਼ ਸੋਮਵਾਰ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਨਹੀਂ ਗਿਆ। referring to the past and future using time indicators; for example, ਰਿੱਧੀ ਛੇ ਮਹੀਨੇ ਪਹਿਲਾਂ ਪੰਜਾਬ ਗਈ ਸੀ। <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<ul style="list-style-type: none"> becoming aware that adding prefixes and suffixes to a root word can alter the meaning of the word demonstrating an understanding of Punjabi sentence structure and using different types of sentences to create texts in Punjabi exploring common Punjabi idioms recognising that proverbs are created by daily life experiences and that they express a perceived truth; for example, ਆਪ ਭਲਾ ਜੱਗ ਭਲਾ understanding that the present participle changes according to the number and gender of the subject; for example, ਮੁੰਡਾ ਗਾਉਂਦਾ ਹੈ; ਮੁੰਡੇ ਗਾਉਂਦੇ ਹਨ; ਕੁੜੀ ਗਾਉਂਦੀ ਹੈ। ਕੁੜੀਆਂ ਗਾਉਂਦੀਆਂ ਹਨ। observing the transformation of adjectives and verbs in compliance with the gender of a noun; for example, ਕਾਲੀ ਬਿੱਲੀ ਦਰਖਤ ਤੇ ਚੜ੍ਹ ਗਈ; ਕਾਲਾ ਬਿੱਲਾ ਦਰਖਤ ਤੇ ਚੜ੍ਹ ਗਿਆ। <p>Further develop a metalanguage to discuss and explain grammatical forms and functions Examine the interrelationship between different text types, language choices, audiences, contexts and purposes</p>	<p>ਅਸਫਲ ਹੁੰਦੇ ਹਨ।; ਬੱਚਾ ਕ੍ਰਿਕਟ ਖੇਡਣਾ ਸਿੱਖ ਰਿਹਾ ਹੈ।; ਬੱਚੇ ਨੇ ਬਹੁਤ ਚੰਗਾ ਖੇਡ ਦਿਖਾਇਆ।</p> <ul style="list-style-type: none"> using idioms and proverbs to create figurative texts using cohesive devices and time sequence connectors to form paragraphs <p>Further develop a metalanguage to discuss and explain grammatical forms and functions Analyse how different types of text incorporate cultural and contextual elements</p>

	Year 7	Year 8	Year 9	Year 10
		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 Hindi to interact with developing fluency</p> <p>Apply knowledge of linguistic features of Hindi to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply knowledge of linguistic features of spoken Hindi to interact with increased fluency</p> <p>Apply knowledge of linguistic features of Hindi to respond to and create texts</p> <p>Identify and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply linguistic features of spoken Hindi to interact with enhanced fluency</p> <p>Select and use an extended range of linguistic features of Hindi to respond to and create texts</p> <p>Reflect on and discuss similarities and differences in how linguistic features are used in Hindi and English, using metalanguage</p>	<p>Apply linguistic features of spoken Hindi to further extend fluency</p> <p>Select and use an extended range of linguistic features of Hindi to enhance meaning when responding to and creating texts</p> <p>Reflect on and evaluate the use of linguistic features in Hindi texts, using metalanguage</p>

Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
Current WA Curriculum	Explore how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation Reflect on changes in their own use of Hindi over time, noticing how and when new ways are adopted, or existing ways adapted	Examine how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation Investigate the nature and extent of Hindi language use in both Australian and global contexts	Analyse how and why language is used differently in different contexts and relationships Explore changes to both Hindi and Australian English and identify reasons for these changes; for example, media and new technologies, popular culture and intercultural exchange	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register Explain how Hindi language and Indian 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
Australian Curriculum v9	N/A		N/A	
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	Reflect on different aspects of the cultural dimension of learning and using Punjabi and consider how this might be interpreted and responded to by members of the community	Explore how Punjabi language both reflects and shapes cultural distinctions, with reference to community, social class, gender, generational norms such as showing deference and values such as patience and selflessness	Understand that Punjabi language and Indian 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