

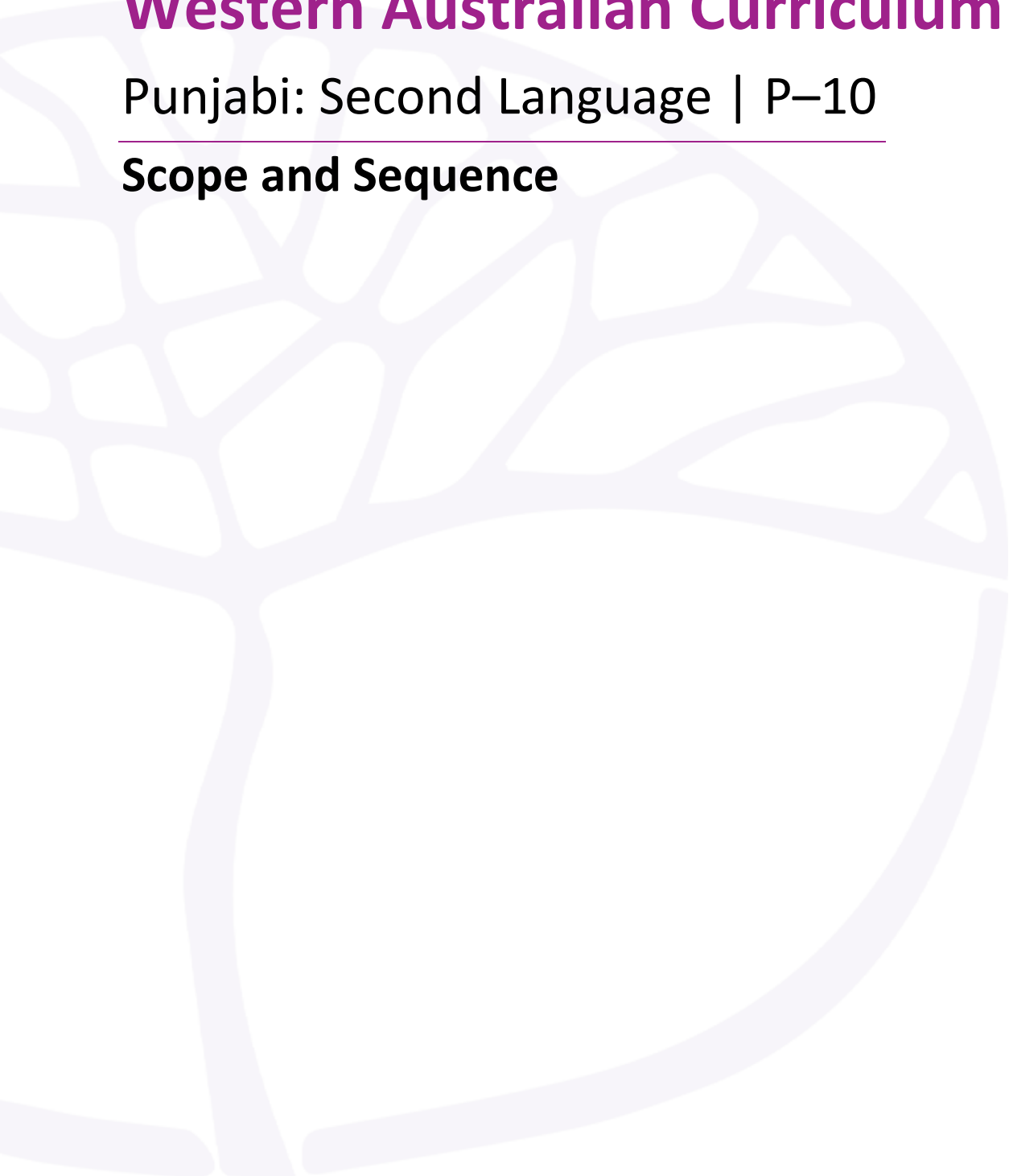


Government of **Western Australia**
School Curriculum and Standards Authority

Western Australian Curriculum

Punjabi: Second Language | P–10

Scope and Sequence



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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Punjabi: Second Language – Scope and Sequence P–6

Communicating

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Socialising	<p>Interact with teacher and peers through action-related talk and structured play to exchange greetings; for example, ਦੇਵੋ ਹੱਥ ਜੋੜ ਕੇ, ਸਿਰ ਝੁਕਾ ਕੇ - ਸਤਿ ਸ੍ਰੀ ਅਕਾਲ!; ਨਮਸਤੇ!; ਅਸਲਾਮ ਆਲੇਕੁਮ! ਜੀ ਆਇਆ ਨੂੰ!;</p> <p>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>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>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 ੧ 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>Interact with teacher and peers orally and in writing to exchange information about friends and family members; for example, ਮੇਰੀਆਂ ਦੋ 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/ਖਾਵੇਗਾ/ਖਾਓਗੇ?</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 ੭ ਵਜੇ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਜਾਂਦਾ ਹਾਂ; ਸ਼ਨਿੱਚਰਵਾਰ ਨੂੰ ਮੈਂ ਗਿੱਧਾ ਸਿੱਖਣ ਜਾਂਦੀ ਹਾਂ; ਐਤਵਾਰ ਨੂੰ ਅਸੀਂ ਸਾਰੇ ਬਜ਼ਾਰ ਜਾਂਦੇ ਹਾਂ; ਮੈਂ ਸਵੇਰੇ ੬ 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>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 ਸੌ ਸਾਲ ਪੁਰਾਣਾ ਹੈ। ਉਸਦੀ ਛੱਤ ਬਹੁਤ ਉੱਚੀ ਹੈ ਅਤੇ ਬਗ਼ੀਚਾ ਬਹੁਤ ਵੱਡਾ ਹੈ। ਉਸ ਵਿੱਚ ਅਮਰੂਦ, ਅੰਬ, ਕੇਲੇ, ਸੇਬ ਅਤੇ ਅਨਾਰ ਦੇ ਦਰਖਤ ਲੱਗੇ ਹੋਏ ਹਨ; 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>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/ਜਾਵੇਗੀ/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 ਰੁੱਤ ਚੰਗੀ ਲੱਗਦੀ ਹੈ। ਮੈਨੂੰ ਲੱਗਦਾ ਹੈ ਕਿ ਸਾਨੂੰ ਆਪਣੀ ਸਿਹਤ ਦਾ ਧਿਆਨ ਰੱਖਣਾ ਚਾਹੀਦਾ ਹੈ; ਮੈਂ ਕੱਲ੍ਹ ਆਪਣੀ ਸਹੇਲੀ ਜਪਲੀਨ ਦੇ ਨਾਲ ਮਾਲੀਨਘ ਐਬੋਰਿਜਨਲ ਗੈਲਰੀ ਜਾਵਾਂਗੀ।</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs; for example, ਇੱਕ, ਦੋ, ਤਿੰਨ, ਚਾਰ ...;</p> <p>ਕਿੱਕਲੀ ਕਲੀਰ ਦੀ ...</p> <p>Respond to teacher talk and instruction; for example, ਹੱਥ ਹਿਲਾਓ; ਤਾੜੀ ਮਾਰੋ; ਸਿਰ ਝੁਕਾਓ; ਅੱਖਾਂ ਝੁਪਕਾਓ; ਖੜ੍ਹੇ ਹੋ ਜਾਓ; ਬੈਠ ਜਾਓ; ਇੱਥੇ ਆਓ; ਹੌਲੀ ਬੋਲੋ।</p>	<p>Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games such as ਅੱਕੜ ਬੱਕੜ ਬੱਬੋ ਬੋ ...;</p> <p>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>Participate in guided collaborative tasks, transactions and games such as ਭੰਡਾ ਭੰਡਾਰੀਆ ਕਿੰਨਾ-ਕ ਭਾਰ ...;</p> <p>ਫੜੋ, ਗੋਦ ਸੁੱਟੋ, ਸ਼ਾਬਾਸ਼, ਬਹੁਤ ਵਧੀਆ ਖੇਡਿਆ।; ਮੇਰੇ ਵੱਲ ਨੀਲੀ ਗੋਦ ਸੁੱਟ/ਸੁੱਟੋ, ਮੈਂ ਤੇਰੇ/ਤੁਹਾਡੇ ਵੱਲ ਪੀਲੀ ਗੋਦ 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>	<p>Participate in individual and collaborative tasks that involve following instructions, asking questions, making statements and asking for help and permission; for example, ਥੋੜ੍ਹਾ 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>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>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, ਪੰਜੀ ਅਸੀਂ ਐਤਵਾਰ ਨੂੰ ਵਿਸਾਖੀ ਮੇਲੇ ਤੇ ਚੱਲਾਂਗੇ। ਮੈਂ ਆਪਣੀਆਂ ਹੋਰ ਸਰੋਲੀਆਂ ਨੂੰ ਵੀ ਪੁੱਛ ਲਵਾਂਗੀ। ਮੈਂ ਇੱਕ ਫੁਲਕਾਰੀ ਦਾ ਸੂਟ ਖਰੀਦਣਾ ਹੈ। ਅਸੀਂ ਉੱਥੇ ਭੰਗੜਾ ਤੇ ਗਿੱਧਾ ਵੇਖਾਂਗੇ ਅਤੇ ਚਾਟ ਪਾਪੜੀ ਖਾਵਾਂਗੇ।</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>
Informing	<p>Recognise pictures, symbols, key words and phrases of spoken and written Punjabi in rhymes, songs, labels and titles related to their personal worlds</p>	<p>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</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p>	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>	<p>Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p>
	<p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Convey factual information about their personal worlds using familiar words, phrases and simple statements</p>	<p>Convey factual information about their personal worlds using simple statements, short descriptions and modelled texts</p>	<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating	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 listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling; for example, ਦੋ ਮਿੱਤਰ – ਕਹਾਣੀ; ਆਓ ਜੀ ਆਓ ਜੀ ...; ਈਗਣ ਮੀਗਣ ਤਲਾ ਤਲੀਗਣ ...	Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling	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	Participate in and respond to imaginative texts, discussing messages and using modelled language to make statements about characters or themes	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	Share and compare responses to characters, events and ideas, and identify cultural elements in imaginative texts
	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; ਗੁਟੱਰ-ਗੁੰ ਗੁਟੱਰ-ਗੁੰ ਘੁੰਗੀ ਬੇਲੇ ਗੁਟੱਰ-ਗੁੰ	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, ਸੌ ਜਾ ਬੱਬੂਆ ਮਾਣੇ ਬਿੱਲੀ ਆਈ ਆ ...; ਅਬਲੂ-ਬਬਲੂ ਭੈਣ ਭਰਾ ...	Create stories and perform imaginative scenarios through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language	Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports	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	Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	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
Translating	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 ਕੋਟਲਾ ਛਪਾਕੀ (Duck, duck, goose), and explaining how meanings are similar or different in English or other languages	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 ਭੂਚੇ ਭਾਲੂ, ਭੂਚੇ ਭਾਲੂ, ਤੂੰ 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

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflecting	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	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

Understanding

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Systems of language	<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, ਚ, ਕ, ਤ, ਨ, ਮ, ਰ, ਲ and basic vowels, and that ਓ, ਅ, ਏ are vowel carriers</p>	<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, ਚਰ, ਚਾਰ, ਚਰਾ</p>	<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>Understand that each letter has its own sound and there are no digraphs or trigraphs in Punjabi</p> <p>Understand that Punjabi has no silent letters</p> <p>Build an understanding of the vowels, corresponding symbols and sounds (<i>lagaan</i>) by using <i>muharni</i></p> <p>Understand that Punjabi has special symbols, called <i>lagakhar</i> (ਲਗਾਖਰ), which are represented with a <i>bindi</i> (ੰ) or a <i>tippee</i> (ੰ) and the <i>adhak</i> (ੱ). <i>Adhak</i> doubles the sounds and changes the meaning of a word – for example, ਪਕਾ (cook) and ਪੱਕਾ (firm/ripe) – but is only used with <i>mukta, sihari</i> and <i>aunkur</i></p>	<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, ਲ਼ – ਖ਼ਰਬੂਜਾ, ਸ਼ੁਰੂ</p> <p>Become aware that ਓ and ਏ cannot be used in <i>mukta</i> form</p>	<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 ਸ੍ਰਣ, ਸ੍ਰਗ <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>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>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</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</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, ਬੋਰ, 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</p>	<p>Use the Punjabi sound system, Punjabi print conventions and basic punctuation (full stop) to write simple sentences; for example, ਇਹ ਅੰਬ ਹੈ। ਅੰਬ ਫਲਾਂ ਦਾ ਰਾਜਾ ਹੈ। ਅੰਬ ਪੀਲੇ ਰੰਗ ਦਾ ਹੁੰਦਾ ਹੈ। ਅੰਬ ਮਿੱਠਾ ਹੁੰਦਾ ਹੈ। ਮੈਨੂੰ ਅੰਬ ਖਾਣਾ ਚੰਗਾ ਲੱਗਦਾ ਹੈ।</p> <p>Notice the use of simple punctuation to end a sentence (!) and a question (?)</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>Use the Punjabi sound system, Punjabi print conventions and punctuation to write texts</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>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	words with support; for example, ਮਨ, ਕਰ	sentences using basic punctuation; for example, the full stop (ਡੰਡੀ [।]), as in ਮੈਂ ਜਾਂਦਾ/ਜਾਂਦੀ ਹਾਂ; ਮੈਂ ਖਾਂਦਾ/ਖਾਂਦੀ ਹਾਂ; ਮੈਂ ਸੌਂਦਾ/ਸੌਂਦੀ ਹਾਂ 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	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।				
	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: <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 	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: <ul style="list-style-type: none"> • recognising that words for objects have masculine and feminine gender forms; for example, ਮੇਜ਼, ਕੁਰਸੀ, ਬੱਲਾ, ਗੋਦ, ਇੰਨਾ 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 • 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 	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: <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। • using vocabulary to indicate the completion or non-completion of an 	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: <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। 	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: <ul style="list-style-type: none"> • understanding that a word can represent a group of people, animals or things; for example, ਝੁੰਡ, ਫੌਜ, ਬੇੜਾ • understanding pronouns that do/do not refer to any person, amount or objects in particular; examples of definite pronouns include ਇਹ, ਉਸ, ਇੰਨਾ and indefinite pronouns include ਕੁਝ, ਬਹੁਤ, ਕੋਈ • stating order or multiplicity of things; for example, ਪਹਿਲਾ, ਸੌਵਾਂ, 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 ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਿਆ ਸੀ।; ਹਾਤੀਮਾ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਈ ਸੀ।; ਅਸੀਂ ਸਕੂਲ/ਵਿਦਿਆਲੇ ਗਏ ਸੀ। 	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: <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, ਆਪੇ-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 	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: <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

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>example, ਘਰ, ਸਕੂਲ/ਵਿਦਿਆਲਾ, ਇੱਧਰ</p> <ul style="list-style-type: none"> • using numbers while referring to object/s and responding to simple vocabulary to describe one and many objects; for example, ਇੱਕ ਘੋੜਾ-ਦੋ ਘੋੜੇ; ਇੱਕ ਪੱਤਾ-ਦਸ ਪੱਤੇ • 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, ਹਾਂ/ਜੀ, ਨਹੀਂ/ਜੀ, ਅੱਛਾ, ਨਹੀਂ। • developing cardinal number knowledge for zero to ten 	<ul style="list-style-type: none"> • 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, ਹਾਂ/ਜੀ, ਨਹੀਂ/ਜੀ, ਅੱਛਾ/ਜੀ। • experimenting with familiar antonyms; for example, ਸੁੱਟਣਾ, ਚੁੱਕਣਾ; ਚੜ੍ਹਨਾ, ਉਤਰਨਾ • showing an understanding of location, position and direction; for example, ਇੱਥੇ ਆਉ, 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 	<p>action; for example, ਹਾਂ ਜੀ; ਜ਼ਰੂਰ; ਜੀ ਨਹੀਂ, ਮੇਰੇ ਕੋਲੋਂ ਇਹ ਕੰਮ ਨਹੀਂ ਹੋਇਆ।</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, ਮਾਂ 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 ਪਰਸੋ ਆ ਰਹੇ ਹਨ। • recognising simple present, past and future tenses in familiar sentences; for example, ਮੀਤਾ ਪੜ੍ਹਦੀ ਹੈ। ਹਰਮਨ ਪੜ੍ਹਦਾ ਸੀ। ਹੁਸਨਾ ਪੜ੍ਹੇਗੀ। • 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 	<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!; ਖ਼ਬਰਦਾਰ! • 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> 	<ul style="list-style-type: none"> • using simple conjunctions, like ਜਾਂ, ਜਾਂ ਫਿਰ to write compound sentences and ਤਾਂ ਜੋ, ਕਿਉਂਕਿ to write complex sentences • experimenting with interjections in a text; for example, ਹਲਾ! ਬੱਚ ਕੇ! • 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 	<p>compound and complex sentences</p> <ul style="list-style-type: none"> • 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, ਣ 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 • 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

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>meaning of the word; for example, adding ਅ to the root word creates the antonyms ਸੁੱਧ, ਅਸੁੱਧ</p> <ul style="list-style-type: none"> 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>(ੀ), by adding ਆ and a <i>bindi</i> on top (ਆਂ); for example, ਕੁੜੀ, ਕੁੜੀਆਂ</p> <ul style="list-style-type: none"> 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 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>sentences with correct punctuation</p> <ul style="list-style-type: none"> 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 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>hundred thousand (ਲੱਖ) and one million (ਕਰੋੜ), and reading numbers like 2024 as ਦੋ ਹਜ਼ਾਰ ਚੌਵੀ</p> <p>Build a metalanguage in Punjabi to describe patterns, grammatical rules and variations in language structures</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal	Understand that language is organised as 'text' and that different types of texts have different features	Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple and familiar spoken, written and multimodal Punjabi texts	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	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	Understand how Punjabi texts use language in ways that create different effects and suit different audiences
Language variation and change	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 family	Understand that Punjabi speakers use language differently in different situations and according to cultural norms, such as when at home with family or in the classroom	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
Role of language and culture	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 Punjabi, 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	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

Punjabi: Second Language – Scope and Sequence 7–10

Communicating

	Year 7	Year 8	Year 9	Year 10
Socialising	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।	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 ਗਏ/ਗਈ 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।	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।	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 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 ਐੱਖਾ 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।
	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	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	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 teenagers	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
Informing	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	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	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audiences	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
	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	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	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	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

	Year 7	Year 8	Year 9	Year 10
Creating	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	Respond to imaginative texts, such as raps, poems, picture books or cartoons, analysing ideas, themes, values and techniques used to engage and entertain audiences, and making connections with personal experiences and other imaginative texts in own language and culture	Discuss how imaginative texts reflect Punjabi cultural values or experiences through structure, language and mood to build action, develop character and position the reader/audience	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 simple individual and shared imaginative texts that involve imagined characters, places and experiences to entertain peers and younger audiences	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	Create and present imaginative texts, designed to engage different audiences, that involve moods and effects	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
Translating	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
Reflecting	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 example, ways of expressing feelings or politeness protocols associated with social events	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	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	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
	Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Explore and express their own cultural identity and ability to act as a cultural mediator between Punjabi speakers and other Australians

Understanding

	Year 7	Year 8	Year 9	Year 10
Systems of language	<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>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 ਝ, ਞ, ਣ; for example, ਕੰਡਾ, 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 under-dotted characters as required; for example, ਖਜ਼ਾਨਾ, ਗਜ਼ਲ</p> <p>Distinguish loan words from other languages; for example, Persian (ਇੱਜ਼ਤ, ਗੁਨਾਹ, ਤਨਖ਼ਾਹ) and English (ਸਟੇਸ਼ਨ, ਫਿਲਮ, ਪਿਕਨਿਕ)</p> <p>Understand the influence of the Punjabi sound system when pronouncing loan words from English; for example, ਬਿਸਰੁਟ 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>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, ਸੌਂਕ, ਛੌਂਕ</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, ਰੁਝ; ਧੰਨ, ਕੰਧ</p>	<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 that Punjabi is written from left to right, using the <i>Gurmukhi</i> script, with the letters being joined on top by a line to form a word, and, like in English, there are spaces between words when writing sentences</p> <p>Distinguish the use of the <i>bindi</i> (ਂ) and <i>tippee</i> (ੰ) when writing Punjabi words with a nasal sound</p> <p>Use the <i>adhak</i> (ੰ) to give stress to the sound of a consonant that it precedes</p> <p>Observe the slight differences in the formation of letters; for example, ਗ, ਗ਼; ਮ, ਮ਼, ਸ਼</p>	<p>Observe the slight differences in the formation of letters; for example, ਥ, ਥ਼; ਖ, ਖ਼; ਪ, ਪ਼</p> <p>Apply all punctuation marks used in Punjabi and understand their functions</p>	<p>Understand the slight differences in the formation of letters; for example, ਡ ਤ, ਭ; ਝ, ਞ; ਰ, ਰ਼</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, ਚੌਢੀ</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>Further understand the slight differences in the formation of letters; for example, ਟ, ਟ਼; ਢ, ਢ਼; ਦ, ਦ਼; ਵ, ਵ਼</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 using context-related vocabulary and applying elements of the Punjabi grammatical system, including:</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>	<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>	<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>

	Year 7	Year 8	Year 9	Year 10
	<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 ਪਿਛਲੇ ਸੋਮਵਾਰ ਆਈ ਸੀ; ਮੀਤਾ ਅਗਲੇ ਵੀਰਵਾਰ ਆਵੇਗੀ। 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 ਖਚਾਖਚ 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। understanding the perfect continuous tense in all three forms and observing the verb endings in the sentences; for example, ਉਹ ਦੇ ਘੰਟੇ ਤੋਂ ਇੰਜ਼ਾਰ ਕਰ ਰਿਹਾ ਹੈ; ਮੈਂ ਸਵੇਰ ਤੋਂ ਸਫ਼ਰ ਕਰ ਰਹੀ ਸੀ; ਉਹ ਸਵੇਰ ਤੋਂ ਸਫ਼ਰ ਕਰ ਰਿਹਾ ਹੋਵੇਗਾ। 	<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 ਪਰਿਵਾਰ ਨਾਲ ਪਹਾੜਾਂ ਤੇ ਗਿਆ ਸੀ। ਉੱਚੇ- ਉੱਚੇ ਪਹਾੜ ਵੇਖ ਕੇ ਰਮੇਸ਼ ਬਹੁਤ ਖੁਸ਼ ਹੋ ਰਿਹਾ ਸੀ। building an understanding of different adjectives and using them to express ownership and quantity; for example, ਮੈਂ ਬਹੁਤ ਸਾਰਾ ਸਮਾਨ ਖ਼ਰੀਦ 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 ਖ਼ਤਮ 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, ਦਰਖ਼ਤ, 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, ਸ਼ੈ-ਸ਼ੈਆਂ, ਖੁਸ਼ਬੋ-ਖੁਸ਼ਬੋਆਂ developing an understanding of case, its types (ਕਰਤਾ, ਕਰਮ, ਕਰਣ ...) and the symbols (ਨੇ, ਨੂੰ, ਨਾਲ, ਦੁਆਰਾ ...) used for a particular case; for example, ਕੁੜੀ ਨੇ ਰੋਟੀ ਖਾਧੀ। ਤਨਵੀ ਨੇ ਦੁਕਾਨਦਾਰ ਨੂੰ ਪੈਸੇ ਦਿੱਤੇ। 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 ਖ਼ਤਮ ਕਰ ਸਕਦਾ ਹਾਂ। ਜੇ ਤੂੰ ਜਲਦੀ ਚੱਲੋਗਾ ਤਾਂ ਹੀ ਉੱਥੇ ਪਹੁੰਚੋਗਾ। 	<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 ਫਸਲਾਂ ਦਾ ਬਹੁਤ ਨੁਕਸਾਨ ਕੀਤਾ ਹੈ; ਉਹ ਕਾਰ ਬਹੁਤ ਵੱਡੀ ਹੈ। 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? ਪ੍ਰਸ਼ਨਾਂ 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 ਜਾਣੋ ਬਾਹਰ ਆਓ। becoming aware that adding prefixes and suffixes to a root word can alter the meaning of the word 	<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 ਕੁੱਖ 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 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

	Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> 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। <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<ul style="list-style-type: none"> 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"> 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</p>	<p>verb and vice versa; for example, ਖੇਡਾਂ ਵਿੱਚ ਕੁਝ ਬੱਚੇ ਸਫਲ ਅਤੇ ਕੁਝ 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</p>
	Understand the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	Examine the interrelationship between different text types, language choices, audiences, contexts and purposes	Analyse how different types of text incorporate cultural and contextual elements
Language variation and change	Explore how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Analyse how and why language is used differently in different contexts and relationships	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
	Reflect on changes in their own use of Punjabi over time, noticing how and when new ways are adopted or existing ways adapted	Investigate the nature and extent of Punjabi language use in both Australian and global contexts	Explore changes to both Punjabi and Australian English and identify reasons for these changes; for example, media and new technologies, popular culture and intercultural exchange	Explain how Punjabi language and culture have evolved and how they continue to change over time, and understand that language use has the power to influence social and cultural relationships and practices
Role of language and culture	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 language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generation	Understand that Punjabi language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time