Languages – Turkish: Sequence of content – Foundation to Year 10 Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning						
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action	*Socialising and interacting*	Interact with the teacher and with peers to exchange greetings and share information about themselves, noticing ways of using language that are similar or different at home and at school	Participate in conversations about themselves and others, everyday routines and events at school and in their local communities	Participate in spoken, written and digital interactions to share ideas and experiences, showing interest and respect for others	Initiate and sustain a range of spoken and written social interactions and personal reflections, including discussion of their experiences as members of different friendship groups or language communities	Exchange ideas, opinions and aspirations , comparing views, preferences and responses to different experiences, noting commonalities and differences
		Taking action and transacting	Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making	Participate in shared learning experiences and transactions, such as science experiments, cooking or craft activities, creating displays or swapping items	Plan shared activities or events, such as a display or presentation, an interview, awareness campaign or virtual shopping expedition	Engage in shared activities in real or imagined situations that involve planning, transacting, negotiating, and taking action	Participate in activities that involve taking action, transacting, problem-solving, negotiating and managing different opinions and perspectives
		Building classroom language	Recognise and respond to familiar classroom routines, such as the opening and closing of lessons, transition activities, following instructions and taking turns	Respond to questions, directions and requests from the teacher and each other, and use questions and statements to ask for help or permission, to attract attention and to rehearse new language	Participate in classroom interactions that involve asking and responding to questions, seeking clarification, indicating understanding, reflecting and providing feedback	Interact with peers and teachers to complete learning activities and to support their own and others' learning, by managing debate and discussion, checking understanding and reflecting on their learning	Ask and respond to questions that invite reflection, analysis and comparison of experiences, for example, as learners and users of Turkish in and out of school

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 to 4**	**Years 5 to 6**	**Years 7 to 8**	**Years 9 to 10**
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts	*Obtaining and using information*	Locate key phrases and points of information in simple texts such as messages, announcements, charts, lists or illustrated reference materials, and use the information to complete guided oral and written tasks	Locate and organise information in spoken, written and visual texts relating to personal, social and natural worlds	Gather, classify and compare information from print, digital and multimodal resources relating to their physical environment and social and cultural worlds	Access, collate and analyse information from different print, digital and visual sources to develop deeper understanding of events, personalities or circumstances	Research, synthesise and evaluate information on a selected subject from a range of perspectives and sources, identifying how culture and context affect how information is presented
		Conveying and presenting information	Convey factual information about themselves, their family, friends and experiences using simple phrases, gestures and support materials	Convey information about their home, school and community, using simple statements and support materials such as photos, maps or charts	Convey information about aspects of their own language(s), culture(s) and communities in suitable formats for different audiences and contexts	Present information and personal perspectives on issues of local or global interest, using a range of spoken, written and multimodal forms	Present information related to social and cultural issues or events of interest to their peer group, using different modes and formats to capture different perspectives
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	*Participating in and responding to imaginative experience*	Listen to, view and participate in readings of stories, rhymes or action songs, and respond through singing, drawing, gesture and action	Engage with imaginative texts such as stories, puppet shows, songs or dance, identifying favourite elements and acting out key events or interactions	Respond to imaginative texts such as TV programs, folktales, performances or cartoons by sharing opinions on elements such as storylines, messages, characters and themes	Interpret and compare representations of values, characters and events in a range of traditional and contemporary imaginative texts	Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
		Creating and expressing imaginative experience	Express imaginative experience in stories, songs, rhymes and puppet performances using sound patterns, familiar language and non-verbal forms of expression	Create simple imaginative texts, such as stories, dialogues, songs or chants, which allow for exploration and enjoyment of language	Create and perform expressive and imaginative texts such as stories, dance, skits or video clips based on a stimulus concept, theme or resource	Present, reinterpret or create alternative versions of songs, images or stories, adapting events or characters to different modes or cultural contexts	Create a range of imaginative or expressive texts that reflect elements of their experience of living in Turkish- and English-speaking communities, and using language for humorous or emotive effect
Translating	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works	*Translating and interpreting*	Explain in English the meaning of everyday Turkish words, phrases and gestures, noticing which are similar or different to equivalent words in English or other known languages	Identify common spoken Turkish expressions, words or gestures that translate/do not translate readily into English and words that are used in both languages	Translate simple texts from Turkish to English and vice versa, identifying elements that require interpretation rather than translation and noticing words that are similar but pronounced differently	Translate and interpret short texts from Turkish into English and vice versa, comparing versions and considering how to explain elements that involve cultural knowledge or understanding	Compare translations of familiar Turkish texts, such as community notices or literary texts, considering factors that may have influenced the translation from one language to the other
		Creating and using bilingual resources	Create simple bilingual print or digital texts, such as captioned picture dictionaries, wall charts, labels for the classroom or ID cards	Create simple bilingual texts such as signs, notices or captions for displays for the classroom and wider school community	Create bilingual texts such as websites, posters, class journals and menus to support their own learning and to assist interactions with non-Turkish speakers	Produce short bilingual texts such as digital stories, comics, blogs and contributions to newsletters or websites which capture the experience of 'living between languages'	Create glossaries and annotations in English that provide explanations for cultural and contextual references in contemporary and traditional Turkish texts

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub-strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 to 4**	**Years 5 to 6**	**Years 7 to 8**	**Years 9 to 10**
Reflecting	Reflecting on intercultural language use and how language and culture shape identity	*Reflecting on the experience of intercultural communication*	Notice how using Turkish and English involves some different ways of communicating and behaving	Notice and describe differences and similarities in ways of using language and interacting with people when communicating in Turkish and in English	Discuss the experience of switching between languages, noticing when they choose to use either Turkish or English and how each culture influences ways of communicating	Consider their use of Turkish and English in different contexts, considering how their choices position them as intercultural communicators	Reflect on their language choices and styles of communicating when interacting with speakers of different languages, identifying strategies that assist in intercultural communication
		Reflecting on identity and intercultural communication	Identify themselves as members of different groups, including their family, community and school, using simple statements, gestures and support materials	Explore their individual and group sense of identity and how this is expressed through the different languages they use	Compare their experiences of moving between Turkish and English, identifying advantages and challenges in respect to being bilingual or multilingual	Consider how their personal biography, including family origins, traditions, interests and experiences, shapes their sense of identity and influences their ways of communicating	Reflect on the relationship between language, culture and identity and on how this shapes and reflects ways of thinking and communicating

Languages – Turkish: Sequence of content – Foundation to Year 10 Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange						
Sub-strand	**Description**	**Thread**	**Foundation to Year 2**	**Years 3 to 4**	**Years 5 to 6**	**Years 7 to 8**	**Years 9 to 10**
Systems of language	Understanding the language system, including sound, writing, grammar and text	*Sound and writing systems*	Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language	Understand and apply the principle of vowel harmony, experiment with Turkish pronunciation, intonation and spelling patterns	Understand the relationships between intonation and stress in Turkish, and apply this understanding to their own written and spoken language and meaning-making	Recognise and use appropriate features of Turkish sound and writing systems to produce texts that include specialised and less familiar language	Understand regular and irregular elements of spoken and written Turkish, and use elements such as affixation and compound patterns to produce complex phrases and elaborated texts and to participate in extended interactions
		Grammatical and vocabulary knowledge	Recognise parts of speech and frequently used words in familiar contexts and understand the basic rules of word order in simple sentences	Understand and use key grammatical forms and structures, such as simple verb tenses, recognising how grammatical forms and functions are represented through suffixation	Recognise and apply grammatical features of spoken and written language, such as verbal conjugations and nominal declensions and modifications, negative and interrogative sentence structures and subject–verb agreements	Understand and use grammatical forms and structures such as reduplication, auxiliary verbs, particles and honorific forms, using metalanguage to identify or explain forms, structures and parts of speech	Analyse how grammatical elements, such as rules of agglutination and cohesive devices, impact on more complex elements of text construction and word formation, such as mood, register and tense variation
		Text structure and organisation	Understand that language is organised as 'texts' that take different forms and use different structures to achieve their purposes	Notice characteristic features of simple spoken, written and multimodal texts that they use in their home and community and of similar texts in English	Understand how different types of text in Turkish, including prose and verse, create effects to suit different audiences	Understand the influence of purpose, audience and context on the structure and organisation of texts, and apply this understanding to interpret unfamiliar texts	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural and contextual elements

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange							
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 4	Years 5 to 6	Years 7 to 8	Years 9 to 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	*Language variation in practice*	Recognise that different words, expressions and gestures are used by speakers of Turkish to address and greet people in different contexts and situations	Understand that language varies according to factors such as the age, gender and social position of speakers, and that it involves regional dialects and accents	Understand that spoken and written forms of Turkish both vary in terms of formality according to context, purpose and audience	Understand the nature of regional and national variations in language use and that language varies according to context, mode of delivery and relationship between participants	Understand that variations in the use of spoken and written Turkish relate to social roles, communities and contexts, and consider how and why these differ from similar variations in the use of Australian English
		Language change	Recognise that different languages, including Turkish, borrow words and expressions from each other	Recognise that languages change over time and that Turkish language is influenced by and also influences other languages and cultures	Understand that the Turkish language has evolved and developed through different periods of influence from other languages, cultures and changes	Understand how their own use of Turkish in social, school and community contexts has changed over time, discussing reasons for changes or adaptations	Understand that Turkish and other languages and cultures continuously change over time, identifying influences such as education, changing values, new technologies and intercultural exchange
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	*The relationship between language and culture*	Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Make connections between Turkish language and culture, for example, by identifying words, gestures, forms of address or expressions that reflect cultural values and practices	Reflect on how communities' ways of using languages are shaped by values and belief systems, and how these may be differently interpreted by speakers of other languages	Understand that language is not neutral and that its forms and usage reflect cultural values, ideas and perspectives	Explore how the Turkish language and associated cultures, like all languages and cultures, are interrelated, how they shape and are shaped by each other in ways that change over time

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	**Description**	**Thread**	**Years 7 to 8**	**Years 9 to 10**
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in shared activities through planning, negotiating, deciding, arranging and taking action	*Socialising and interacting*	Interact with peers and teacher to socialise, exchange information and opinions, talk about personal worlds	Exchange views and information on local and global issues, including aspects of their own lives, such as family relationships and responsibilities, education and community
		Taking action and transacting	Plan and participate in collaborative activities such as performances, displays and events which involve planning, transacting and negotiating	Participate in individual and collaborative projects and learning experiences that involve brainstorming, negotiating, transacting, problem-solving and action
		Building classroom language	Interact in classroom routines and exchanges, such as asking and responding to questions, requesting help, repetition or permission, giving praise or encouragement	Contribute to structured discussions and shared learning experiences by asking and responding to questions, clarifying statements, demonstrating understanding, expressing agreement or disagreement and reflecting on their learning
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts	*Obtaining and using information*	Identify key points of information such as details about people, places or events in a range of spoken, written and digital texts and use the information in new ways	Organise and classify information compiled from different sources in different modes of presentation, re-presenting chosen elements in formats suitable for particular audiences
		Conveying and presenting information	Convey information, obtained from personal, community and media sources relating to their own cultural, social and environmental contexts, using spoken, written and digital modes of communication	Present information collected from different sources that represents different perspectives on selected issues or activities, using appropriate modes of presentation to suit different contexts and purposes
Creating	Engaging with imaginative experience by participating in, responding to and	*Participating in and responding to imaginative experience*	Engage with imaginative and creative texts such as stories, cartoons, poems and songs, identifying favourite elements and discussing events, characters and messages	Respond to a range of traditional and contemporary creative and imaginative texts, describing settings, identifying key themes and values and discussing the representation of characters and events

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub-strand	Description	Thread	Years 7 to 8	Years 9 to 10
	creating a range of texts, such as stories, songs, drama and music	*Creating and expressing imaginative experience*	Reinterpret or create texts that involve imagination and creativity, experimenting with a range of expressive and performance genres	Create imaginative texts in different modes and formats to entertain, convey ideas and express emotions for particular audiences
Translating	Moving between languages and cultures orally and in writing, evaluating and explaining how meaning works	*Translating and interpreting*	Translate and interpret familiar texts such as public signs, song titles or menus from Turkish to English and vice versa, noticing which words or phrases translate easily and which do not	Translate and interpret a range of texts, including conversational exchanges, proverbs, media and literary texts, considering the role of culture when transferring meaning from one language to the other
		Creating and using bilingual resources	Create shared bilingual texts and learning resources such as word banks, glossaries, displays and digital presentations	Produce bilingual texts for the school or wider community, such as instructions, presentations, commentaries or contributions to newsletters that capture the experience of 'living between languages'
Reflecting	Reflecting on intercultural language use and how language and culture shape identity	*Reflecting on the experience of intercultural communication*	Consider similarities and differences in ways of communicating in Turkish and English, noticing how/when they choose to use either language or both languages	Reflect on their own and others' language choices when interacting in bilingual/bicultural situations, identifying adjustments they make and strategies they adopt to assist in intercultural communication
		Reflecting on identity and intercultural communication	Consider the nature of identity and of cultural experience, reflecting on how their linguistic and cultural background contributes to their sense of identity	Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

Languages – Turkish: Sequence of content – Years 7 to 10 (Year 7 Entry)

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange				
Sub-strand	**Description**	**Thread**	**Years 7 to 8**	**Years 9 to 10**
Systems of language	Understanding the language system, including sound, writing, grammar and text	*Sound and writing systems*	Understand the relationship between the sounds, rhythms, stress and intonation patterns of spoken Turkish, and recognise elements of the written language, such as spelling patterns, agglutination, vowel harmony and symbols	Understand and apply features of the Turkish sound and writing systems, including pronunciation and spelling patterns, to produce different types of texts and to participate in extended interactions
		Grammatical and vocabulary knowledge	Recognise and use key elements of Turkish grammar, such as word order, positions of adjectives, adverbs and postpositions and sentence structures, recognising how grammatical forms and functions are represented through agglutination	Understand and use grammatical forms such as verb moods, auxiliary verbs, particles and honorific forms, and use metalanguage to identify or explain language forms, structures and conventions
		Text structure and organisation	Identify features that characterise different types of texts in Turkish, comparing them with similar texts in English	Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	*Language variation in practice*	Understand that Turkish language use varies according to factors such as age, gender, social position or regional variation	Understand that variations in the use of spoken and written Turkish relate to roles, relationships and contexts, and consider how and why these differ from similar interactions in English
		Language change	Recognise that the Turkish language has evolved and developed through different periods of time, across different contexts and as a result of different influences and interactions, and that it is related to many other languages and has influenced other languages used in the Australian community	Investigate changes to Turkish over time and across contexts, reflecting on changes in their personal use of the language
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	*The relationship between language and culture*	Understand the relationship between language and culture, reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages	Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language