Year 3 Syllabus

Year Level Description

Year 3 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Italian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Italian language, experimenting with pronunciation and noticing the difference in intonation between statements, exclamations and commands. They recognise some of the rules of spelling and punctuation and begin to write high-frequency words and expressions in familiar contexts. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate Italian for a range of purposeful interactions such as using possessive adjectives with io, tu, lui and lei to express ownership. They begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Italian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Italian as much as possible for classroom routines, social interactions and for learning tasks.

Communicating

SOCIALISING

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico

Participate in routine exchanges such as asking each other how they are, for example, Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede;

Understanding

SYSTEMS OF LANGUAGE

Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as Mia sorella si chiama Anita; Uno, due, tre, guardate a me!

Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including Mamma, Papà

Recognise and write high-frequency words and expressions in familiar contexts (ACLITU032)

🗎 Literacy

🗨 Critical and creative thinking

Buonanotte papà!; A domani, Signorina!; Buonasera signori! [(ACLITC020)](ACLITC020)

📄 Literacy

🔢 Numeracy

🌐 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission
[(ACLITC021)](ACLITC021) [(ACLITC022)](ACLITC022)

📄 Literacy

🔢 Numeracy

⋰ Information and Communication Technology (ICT) capability

🌐 Critical and creative thinking

👥 Personal and social capability

INFORMING

Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- identifying gender, singular and plural nouns in the regular form, for example,
  il quaderno/i quaderni; la mela/le mele

- observing gender in patterns of naming, for example,
  Paolo/Paola, but that Luca, Andrea and Simone are all male names in Italian

- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example,
  la mano, il papà

- using the definite and indefinite articles and understanding how to specify a particular person or object, for example, la mamma,

personal worlds
[(ACLITC024)](#)

☰ Literacy

▣ Numeracy

⁝ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

⌚ Intercultural understanding

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts
[(ACLITC025)](#)

☰ Literacy

⁝ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

👥 Personal and social capability

⌚ Intercultural understanding

CREATING

Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about

una mamma; il quaderno, un quaderno; l'arancia, un' arancia

- using cardinal numbers for dates and ages

- using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, Mia nonna è carina; Il mio amico è indonesiano

- using possessive adjectives with io, tu, lui and lei to express ownership, for example, la mia casa; la tua famiglia; il tuo cappello; mia nonna

- recognising suffixes to add nuance, for example, -ino, fratellino, piccolino

Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English
[(ACLITU033)](#)

characters or themes
[(ACLITC026)](ACLITC026)

📄 Literacy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports
[(ACLITC027)](ACLITC027)

📄 Literacy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret

📄 Literacy

➕ Numeracy

◎ Critical and creative thinking

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts
[(ACLITU034)](ACLITU034)

📄 Literacy

⌨ Information and Communication Technology (ICT) capability

◎ Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that different ways of using Italian language reflect different relationships and different ways of making meaning, for example,
Permesso? — Avanti!; Grazie — Prego; Per favore/Per piacere; Buon appetito!; A domani!
[(ACLITU035)](ACLITU035)

📄 Literacy

◎ Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

(ACLITC028)

📄 Literacy

:⚹ Information and Communication Technology (ICT) capability

🅖 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

REFLECTING

Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian (ACLITC030)

📄 Literacy

🅖 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English (ACLITU036)

📄 Literacy

🅖 Critical and creative thinking

🔗 Intercultural understanding

Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language (ACLITU038)

📄 Literacy

🅖 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Achievement standard

At standard, students interact and socialise in Italian using simple descriptive or expressive modelled language and gestures to ask questions, make statements and exchange information about friends and family members, such as Ho due sorelle e un fratello, and Il mio amico Pietro è molto bravo! They locate some specific points of information in short texts

and convey factual information using simple statements, short descriptions and modelled texts. Students make simple statements, mostly in English, about characters or themes in imaginative texts and create and perform short imaginative texts using familiar words, expressions and modelled language. Students translate
high-frequency words and most expressions in simple texts, sometimes identifying which ones are difficult to translate. They talk about some similarities or differences between Italian and their own language and culture.

Students recognise and reproduce the sounds and intonation patterns of spoken Italian, varying intonation between statements, exclamations and commands, such as Mia sorella si chiama Anita and Guardate a me!, with a satisfactory level of accuracy. They write familiar vocabulary and expressions with a satisfactory level of accuracy and use some first elements of grammar to convey simple information and write simple texts and descriptions with a satisfactory level of accuracy. Students follow patterns to form singular and plurals of regular nouns and show some awareness of nouns that do not follow the patterns. They experiment with definite and indefinite articles and the agreement of adjectives and possessive adjectives, such as Il mio amico è bravo. Students describe their Italian learning experiences using terms such as verb, adjective and gender to talk about language. Students identify some of the language features and conventions of simple texts and show how the Italian language may need to be adjusted to suit different situations and relationships. They identify some ways language use can change over time, how Italian has influenced other languages and how Australian and Italian culture may be different.

Year Level Description

Year 3 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed

in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Students communicate in Italian, interacting and socialising with their teacher and peers to exchange information about friends and family members. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students locate specific points of information in a range of short spoken, written or multimodal texts and convey factual information about their personal worlds in simple statements. They participate in and respond to a range of imaginative texts, identifying and comparing favourite elements and making simple statements about characters or themes. Students create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports.

Students become familiar with the systems of the Italian language, experimenting with pronunciation and noticing the difference in intonation between statements, exclamations and commands. They recognise some of the rules of spelling and punctuation and begin to write high-frequency words and expressions in familiar contexts. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate Italian for a range of purposeful interactions such as using possessive adjectives with io, tu, lui and lei to express ownership. They begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to describe their Italian learning experiences and explore their own sense of identity and ways that they use language differently when they are interacting with different people.

In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along

with support for self-monitoring and reflection. Students are encouraged to use Italian as much as possible for classroom routines, social interactions and for learning tasks.