

Year 5 Syllabus

Year Level Description

Year 5 Tamil: Second Language builds on the skills, knowledge and understanding required to communicate in the Tamil language developed in Year 4 and focuses on extending students' oral and written communication skills and their understanding of Tamil language and culture.

In Year 5, students communicate in Tamil, initiating interactions with their teacher and peers to exchange information about their home, neighbourhood and local community. They engage in collaborative tasks that involve planning outings, conducting events and completing transactions. Students gather, compare and convey information and supporting details and ideas from texts related to their personal and social worlds. They engage with imaginative texts, sharing responses to characters, events and ideas, and make connections with their own experience and feelings. Students create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings.

Students become more familiar with the systems of the Tamil language. They read and write the 12 vowels and 18 consonants, and make vowel-consonant sounds that follow the pattern of sounds for all consonants of the Tamil language. Students use context-related vocabulary and elements of grammar in simple spoken and written texts to generate language for purposeful interaction, such as describing the location of homes. They build a metalanguage in Tamil to comment on vocabulary and grammar and describe patterns, grammatical rules and variations in language structures.

Students show understanding that there are different forms of spoken and written Tamil used in different contexts by different people. They are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be

📖 Literacy

➡ Numeracy

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Engage in individual and collaborative tasks that involve organising displays, planning outings and conducting events, such as performances, or activities; for example, building models, and completing transactions in places such as a café or a market

📖 Literacy

➡ Numeracy

🧠 Critical and creative thinking

👥 Personal and social capability

⚖️ Ethical understanding

🌐 Intercultural understanding

INFORMING

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds

📖 Literacy

consonants combine to make composite letters; for example, ஃஃ, ஂஂ, ஃஂ, ஂஃ

ஃஃஃஃ ஃஃஃஃ ஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃ
(ஃ, ஃ, ஃ, ஃ, ஃஃ) ஃஃஃஃஃஃஃஃஃஃஃஃஃ
ஃஃஃஃஃஃஃ

Recognise and identify that the 18 consonants combined with the 12 vowels and an Ayutha or soul letter (ஃ) combine to make the 247 characters in the Tamil language

Form words using syllables of vowels and consonants; for example, ஃஃஃஃ, ஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃ, ஃஃஃஃ, ஃஃஃஃஃஃஃஃ

📖 Literacy

🧠 Critical and creative thinking

Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Tamil grammatical system, including:

- describing objects in the noun groups (common, specific and collective); for example, ஃஃஃஃஃஃ, ஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃஃ

🌀 Intercultural understanding

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings

📖 Literacy

📡 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌀 Intercultural understanding

TRANSLATING

Translate simple texts from Tamil to English and vice versa, noticing which words or phrases require interpretation or explanation

Use visual, print or online dictionaries, word lists and pictures to translate short, familiar texts

📖 Literacy

🧠 Critical and creative thinking

👥 Personal and social capability

🌀 Intercultural understanding

REFLECTING

பெரிய அளவு, சிறிய அளவு

- creating cohesion using prepositions; for example,
பெரிய அளவு, சிறிய அளவு; பெரிய அளவு
பெரிய அளவு அளவு அளவு அளவு
பெரிய அளவு அளவு அளவு அளவு
பெரிய அளவு
- using antonyms, such as பெரிய -
சிறிய - பெரிய -
சிறிய
- using question words, such as
பெரிய அளவு? சிறிய அளவு?
- developing number knowledge for 61 to 80, and using a dozen, a decade, and a century

Build a metalanguage in Tamil to comment on vocabulary and grammar, and describe patterns, grammatical rules and variations in language structures

📖 Literacy

📊 Numeracy

🧠 Critical and creative thinking

Recognise that spoken, written and multimodal Tamil texts have certain conventions and can take

Compare ways of communicating in English- and Tamil-speaking contexts and identify ways in which culture influences language use

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

different forms depending on the context in which they are produced

 Literacy

 Information and Communication

Technology (ICT) capability


 Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in Tamil as it is used in different contexts by different people; for example, formal/informal register and regional variations

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that there are different forms of spoken and written Tamil used in different contexts within Tamil Nadu 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

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students use familiar language when participating in spoken and written interactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar language to participate in tasks that involve planning outings and conducting events. Students gather and compare information and supporting details, and convey information and ideas in different formats from texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experiences. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students translate simple texts from Tamil to English and vice versa, showing some awareness that there are words or phrases that require interpretation or explanation. They use dictionaries, word lists and pictures to translate short familiar texts. Students identify ways in which culture influences language use and provide simple examples when comparing ways of communicating in Australian and Tamil speaking contexts.

Students become familiar with the Tamil sound and writing systems, with a

satisfactory level of accuracy, using a range of vocabulary and developing and applying knowledge of grammatical elements in simple spoken and written texts related to their home, neighbourhood and local community. Students talk about how the Tamil language works, with guidance. They identify that texts have certain conventions and can take different forms. They explain that the differences in how people use Tamil may be due to differences in register and regional variations. Students discuss 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.

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In Year 5, students are widening their social networks, experiences and communication repertoires in both their first language and Tamil. They are supported to use Tamil as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly limited to use for discussion, clarification, explanation, analysis and reflection.