



हिन्दी समाज, सिडनी, आस्ट्रेलिया
HINDI SAMAAJ, SYDNEY, AUSTRALIA

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HINDI SAMAAJ LANGUAGE & CULTURE LEARNING FRAMEWORK: YEAR 1

By the end of Year 1, learners can recognise, understand and use familiar words, phrases and sentences in familiar contexts and situations.

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 1, learners can:</i>	<i>By the end of Year 1, learners can:</i>	<i>By the end of Year 1, learners can:</i>	<i>By the end of Year 1, learners can:</i>	<i>By the end of Year 1, learners can:</i>	<i>By the end of Year 1, learners can:</i>
<p>1.1 greet, farewell and thank people and respond to greetings;</p> <p>1.2 introduce themselves and other people and respond to introductions;</p> <p>1.3 ask and answer questions about some personal information (e.g., name, age);</p> <p>1.4 talk about some of the things they need and want;</p> <p>1.5 communicate about where things are</p> <p>1.6 begin to respond to and use some simple classroom language.</p>	<p>recognise and use some words relating to:</p> <p>greeting and introduction (<i>Namastey, mai kaun hoon</i>)</p> <p>family and friends (e.g., <i>bahan</i>)</p> <p>classroom objects (e.g., <i>kalam</i>)</p> <p>animals (e.g., <i>kutta, billi</i>)</p> <p>food, drink and meals (e.g., <i>bhojan, khana, nashta, chai</i>)</p> <p>days of the week (e.g., <i>Somvar</i>)</p> <p>parts of the day (e.g., <i>subah, savere, sanjh</i>)</p> <p>parts of the body (e.g., <i>sir, baal,</i>)</p> <p>basic colours (e.g., <i>lal, pila</i>)</p> <p>numbers (<i>ek - dus</i>)</p> <p>personal details (e.g., <i>naam; phone number; pata</i>);</p> <p>affirming and denying (e.g., <i>ji ha; ji nahi</i>)</p> <p>politeness (e.g., <i>dhanyavad</i>)</p> <p>instructions (e.g., <i>Listen! Look!</i>)</p>	<p>§ respond to greetings</p> <p>§ identify the sounds of letters of the alphabet;</p> <p>§ recognise and understand simple, familiar words, phrases and sentences, with the help of pictures and prompts;</p> <p>§ begin to imitate the pronunciation;</p> <p>§ ask and respond to simple, familiar questions;</p> <p>§ respond to simple familiar instructions</p>	<p>. identify letters of the alphabet,</p> <p>. recognise and understand simple, familiar words, with the help of pictures or prompts</p>	<p>. write some of the alphabet</p>	<p>. respond appropriately to meanings that are conveyed in a combination of words and pictures;</p> <p>. use pictures and words in combination to present some information</p>
		<p>Some suggested topics: Myself, my family and my friends at home and at school</p> <p>Some suggested text-types: Simple conversational exchanges; songs; pictures, poems, photographs and posters without captions; forms; picture books with non-complex, repetitive short accompanying text.</p>			

HINDI LANGUAGE & CULTURE LEARNING FRAMEWORK: YEAR 2

By the end of Year 2, learners can understand and use language that contains well-rehearsed sentence patterns and familiar vocabulary, and they can interact in predictable exchanges. They can read alphabet and words they have learned to say, and will attempt to use some simple words in simple sentences. They are aware of and understand some of the typical language and cultural conventions that operate in interpersonal communication. They are beginning to develop an awareness of language learning strategies.

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 2, learners can communicate about:</i>	<i>By the end of Year 2, learners can:</i>	<i>By the end of Year 2, learners can:</i>	<i>By the end of Year 2, learners can:</i>	<i>By the end of Year 2, learners can:</i>	<i>By the end of Year 2, learners can:</i>
<p>2.1 what they are doing and what they do regularly (e.g., <i>mai likhta hoon; mai roj data saaf karti hoon</i>)</p> <p>2.2 what they like and don't like (e.g., <i>Mujhe kela pasand hai</i>);</p> <p>2.3 how they feel (e.g., <i>Mujhe thand lag raha hai; Mai khush hoon</i>);</p> <p>2.4 what they own (e.g., <i>Mere paas ek billi hai</i>)</p> <p>2.5 what size, shape and colour things (houses, pets etc) are (e.g., <i>Yah gol hai; Wah lal hai</i>);</p> <p>2.6 how to do things (e.g., <i>Usko kaat kar lao; Ise waha chipka do</i>)</p> <p>2.7 how to get to places on foot (e.g., <i>Seedha jao, saamne daayen mod ...</i>)</p> <p>2.8 what they did and are going to do (simple)</p>	<p>recognise and use some words relating to:</p> <p>routines and timetables at home and at school(e.g. <i>tidy; clean; do the dishes; study</i>)</p> <p>games, toys, sports and hobbies (e.g. <i>rugby; netball; chess; game-station</i>)</p> <p>houses, shops, buildings (e.g. <i>school ; library; dairy</i>)</p> <p>common household and garden objects (e.g. <i>frying pan; pot; hose; wheelbarrow</i>)</p> <p>eating and drinking (e.g. <i>butter; bread; rice; Yum; Yuk</i>)</p> <p>rooms of the house (e.g., <i>kitchen; bathroom</i>)</p> <p>neighbourhoods (e.g. <i>park; playground; courts</i>)</p> <p>basic clothing (e.g., <i>jeans; sweater; sneakers</i>)</p> <p>appearance and sensation: (e.g., <i>cold; hot; soft; round; square; big; small, green</i>).</p> <p>time (e.g., <i>today; tomorrow; yesterday</i>)</p> <p>school subjects: (e.g., <i>drawing; reading; science</i>).</p> <p>general categories (e.g., <i>fruit; vegetables; furniture</i>)</p>	<p>§ ask and answer simple, questions, and give and respond to simple, familiar instructions</p> <p>§ talk about facts and feelings in familiar language in pairs or groups</p> <p>§ listen and respond to simple texts on familiar topics which use familiar language, recalling some of the main information;</p> <p>§ begin to clarify, and question meanings in spoken texts</p>	<p>. for pleasure, read simple picture-supported texts that use familiar language in familiar contexts, relating what they read to their own experiences</p> <p>. for information, and without visual prompts, read words, phrases, sentences and short texts that use familiar language</p>	<p>. write some simple, familiar words, phrases and sentences, using some of the conventions of written language</p>	<p>. respond appropriately to meanings that are conveyed in a combination of pictures and moving images and familiar text</p> <p>. begin to use pictures and written text in combination to present both information and ideas</p>
		<p>Suggested topics: Getting around my school and my neighbourhood; work, play and relaxation in school, at home and around my neighbourhood. Pets and things around us.</p> <p>Suggested text-types: As for <i>Year 1</i> but also including simple maps; simple messages; interviews</p>			

HINDI LANGUAGE & CULTURE LEARNING FRAMEWORK: YEAR 3

By the end of Year 3, learners can interact with confidence in a variety of routine situations. They can use familiar language with some flexibility and are developing skills and strategies for interpreting and experimenting with language with which they are less familiar. They can read and write most of what they have learned to say.

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 3, learners can:</i>	<i>By the end of Year 3, learners can:</i>	<i>By the end of Year 3, learners can:</i>	<i>By the end of Year 3, learners can:</i>	<i>By the end of Year 3, learners can:</i>	<i>By the end of Year 3, learners can:</i>
<p>Discuss, read and write about: how people, animals and things look; - the sequence of events; what they and others did and are going to do.</p> <p>Give and respond to: . invitations and instructions how things look, feel and smell ; what things cost (e.g. It's three dollars); . what time and date it is; . what the weather is like (e.g. It's wet/ windy) . how to get to places using transport</p>	<p>recognise and use some words relating to: temperament and behaviour (e.g. <i>kind; generous; naughty, gentle</i>) town and country: (e.g., <i>shopping centre; farm; bus; tractor; butcher; hardware</i>) countries, places and peoples: (e.g.,) technologies: (e.g. <i>keyboard; computer; stereo</i>) weather: (e.g., <i>sunny; windy</i>) means of transport: (e.g., <i>train; bus; bike</i>) ceremonies and celebrations: (e.g., <i>birthday; wedding; party; cake; candles</i>) day-to-day activities: (e.g., <i>eating, shopping</i>) holiday locations: (e.g., <i>camping ground; hotel; motel; beach; mountains</i>) evaluations: (e.g., <i>exciting; great; awesome</i>) similarities and differences: (e.g., <i>the same; similar; different; bigger; biggest; slowly</i>) sequencing of events: (e.g. <i>first; next; when; then; after; before; since</i>) reasons and conditions: (e.g., <i>because; reason; so; therefore; if</i>) money and number: including cardinal and ordinal numbers (e.g., <i>dollars; cents; one/first . . .</i>); number processes: (e.g., <i>add</i>)</p>	<p>§ understand and talk about appearance, behaviour and abilities, making simple comparisons; § understand and talk about plans, hopes and wishes for the future, giving reasons and stating conditions; § understand and talk about what things happened and the order in which they happened; § tell simple stories about people, animals, things and events; § understand, talk about, and anticipate what is going to happen; § listen and respond to texts that deal with appearance, attributes and behaviour</p>	<p>. for enjoyment and information, select, read and process simple texts of different types . relate information and ideas in written texts of various types to personal experience . identify some language features in a range of text-types, relating them to purposes . retrieve and retell the some of the main information and ideas from written texts belonging to a range of text-types</p>	<p>. write about real and imagined events in the past in sequence; . write about what is going to happen</p>	<p>. identify and discuss some visual and verbal features of texts, the relationships between them, and their purposes</p> <p>combine aspects of visual and verbal language in preparing and presenting visual texts which make use of a range of technologies, such as, for example, simple Powerpoint presentations</p>
		<p>Some suggested topics: People and places in Australia and in other parts of the world; holidays in Australia and other countries Some suggested text-types: As for <i>Years 1 & 2</i> but also including holiday brochures; internet sites about places in Australia and overseas; stories; poems birthday cards; invitations; shopping lists; menus, (weather reports; TV and radio programme guides);</p>			

HINDI LANGUAGE & CULTURE LEARNING FRAMEWORK: YEAR 4

By the end of Year 4, learners can interact with confidence in a variety of routine situations. They can use familiar language flexibly. They are able to process some unfamiliar language so long as it is adequately contextualized, and they will experiment with new language both in speaking and in writing. Their reading and writing skills are developing gradually and they are increasingly able to monitor and correct their written language, making use of resources of various kinds (e.g. dictionaries).

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 4, learners can:</i>	<i>By the end of Year 4, learners can:</i>	<i>By the end of Year 4, learners can:</i>	<i>By the end of Year 4, learners can:</i>	<i>By the end of Year 4, learners can:</i>	<i>By the end of Year 4, learners can:</i>
<p>Discuss and read and write about:</p> <ul style="list-style-type: none"> .the quality and quantity of things; .things, events, ideas and opinions in terms of agreement and disagreement; comparison and contrast, reasons and purposes, degrees of certainty . <p>Give and respond to:</p> <ul style="list-style-type: none"> . permission . advice . warnings . suggestions <p>Report: what people said or did</p>	<p>recognise and use some words and expressions relating to:</p> <p>food and eating (e.g., <i>fruit; meat; vegetables</i>)</p> <p>sickness, health and well-being (e.g., <i>doctor; dentist; headache, medicine</i>)</p> <p>quality and quantity: (e.g., <i>a little; a lot; lots of; a few; several; enough, shoddy; rough; well-made</i>)</p> <p>containers: (e.g., <i>bottle; packet</i>)</p> <p>ideas, abstractions and judgment: (e.g., <i>easy; difficult; (un)fair interesting; boring</i>)</p> <p>degrees of certainty: (e.g., <i>think; guess; hope; wish sure; certain, possibly; probably</i>)</p> <p>language functions: (e.g., <i>suggest; recommend; agree</i>)</p>	<p>§ talk about facts, feelings, ideas, events, and opinions in pairs or groups;</p> <p>§ contribute to class discussion on familiar topics;</p> <p>§ listen to texts on familiar topics, recalling some of the main ideas and events in an organised way, and discussing them in terms of personal responses and experiences</p> <p>§ identify and discuss some aspects of the language and presentation of texts belonging to different text-types (e.g., advertisements and magazine advice columns)</p>	<p>. for enjoyment and information, select, read, process and analyse information and ideas from texts of different types</p> <p>. discuss meanings, and ideas in a range of written texts, relating them to purposes and points of view</p> <p>. relate information and ideas in written texts of various types to personal experience</p> <p>. identify some language features in a range of texts of different types, relating them to purposes</p> <p>. compare and contrast written texts of various types in terms of purposes</p>	<p>. write regularly to express personal responses and to record observations and ideas</p> <p>. write on a range of topics using resources such as dictionaries, and shaping, editing, and reworking</p> <p>. use simple writing conventions (spelling, simple punctuation and paragraphing) in ways that enhance meaning</p> <p>. using different technologies and a range of sources, select, record, interpret and present structured information</p>	<p>. identify some features of verbal and visual language and make use of them to communicate information, ideas or narrative, through drama, video, still photography, or webpage design,</p> <p>. view and use visual texts to retrieve, organise, and present information coherently, using appropriate technology (e.g. clip art and Powerpoint) for effective presentation</p>
<p>Some suggested topics: Famous people and significant historical events; customs in different societies and cultures</p> <p>Some suggested text-types: As for <i>Years 1 – 3</i> but also including advertising flyers; extracts from magazine and newspaper articles, news bulletins, instruction leaflets, notes, and letters, announcements, rules and regulations, web pages, (literary texts (prose, drama, poetry)</p>					

HINDI LANGUAGE & CULTURE LEARNING FRAMEWORK: YEAR 5

By the end of Year 5, learners can communicate effectively in a wide range of informal and semi-formal social contexts and are beginning to develop the ability to use the more abstract language that is required in many academic contexts. Their language is generally fluent and is becoming increasingly accurate, especially where they are given opportunities to reflect and self-correct. They can read and process texts belonging a variety of text-types and are beginning to develop the ability to adjust their language in relation to audience and overall communicative purpose.

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 5, learners can:</i>	<i>By the end of Year 5, learners can:</i>	<i>By the end of Year 5, learners can:</i>	<i>By the end of Year 5, learners can:</i>	<i>By the end of Year 5, learners can:</i>	<i>By the end of Year 5, learners can:</i>
<p>Discuss and read and write about:</p> <ul style="list-style-type: none"> . promises and commitments . obligations and responsibilities . generalizations with examples . explanations (how and why) . dimensions and measurements (height, length, breadth, weight, volume) <p>Begin to relate words in terms of derivation:</p> <ul style="list-style-type: none"> . noun (e.g., photograph) – adjective (e.g., photographic) . verb (e.g., repeat) – noun (e.g. repetition), etc. 	<p>recognise and use words relating to:</p> <p>dimensions and measurements: (e.g., <i>high; height; weigh; weight; long; length</i>)</p> <p>home maintenance and decoration:(e.g., <i>paint; mend; fix</i>)</p> <p>cultures and beliefs: (e.g., <i>Islam; indigenous; prayer</i>)</p> <p>school responsibilities: (e.g. <i>house leader; captain</i>)</p> <p>family responsibilities: (e.g., <i>babysit; look after; roster; pick up</i>)</p> <p>purposes and causes; effects and consequences: (e.g., <i>cause; result; effect; outcome; in order to</i>)</p> <p>the relationships between words: (e.g., <i>invite, invitation; repeat, repetition; photograph, photography, photographic</i>)</p>	<p>§ talk coherently in groups about information, ideas and opinions, organising material effectively, and clarifying understanding</p> <p>§ discuss and interpret spoken texts in the light of personal experiences and different points of view</p> <p>§ listen to spoken texts of various types, identifying their purposes, and recalling and responding to main ideas in a coherent and imaginative way</p> <p>§ associate some features of texts of various types with topic, purpose and audience, using some of these features in speaking and recording</p> <p>§ select, assemble, and interpret information from a range of spoken sources, using it in short oral presentations on a range of topics</p>	<p>. select and read independently, for enjoyment and information, texts of different types, using a range of strategies to support understanding</p> <p>. identify some linguistic and organisational features encountered in reading, relating them to different topics, text-types and audiences</p> <p>. gather, select, record and interpret information from a variety of written sources, taking notes relating to content and response</p>	<p>. convey information and ideas in written texts, exploring relevant experiences and different points of view</p> <p>. in writing texts of different kinds, use some of the linguistic and organisational features encountered in reading</p> <p>. based on information and ideas gathered from a variety of sources, write coherent, well-structured texts of different types.</p>	<p>. respond to and discuss meanings and ideas encountered in a variety of visual texts</p> <p>. identify verbal and visual features of texts, and some of the ways in which they are combined, relating these features to purpose and audience</p> <p>. use the information and ideas retrieved from visual texts to create and present new texts (using a range of communication technologies) for a range of purposes and audiences</p>
<p>Some suggested topics: The duties and responsibilities of young people in different societies and cultures; Creating your own space: measuring, costing, selecting and buying materials.</p> <p>Some suggested text-types: As for <i>Year, 1 –4</i> but also including catalogues; house and room plans; accident reports; instruction manuals; literary texts (prose, drama, poetry)</p>					

LEARNING PROGRESSION FRAMEWORK: YEAR 6

Developing Social and Academic Competence

By the end of Year 6, learners can communicate effectively in a wide range of social contexts and are gaining increasing control of abstract and academic vocabulary. Their listening and speaking skills are adequate to cope with the demands of a range of academic subjects so long as these subjects are presented in ways that accommodate their need for simple definitions and carefully organized, visually supported materials. They have developed a range of strategies for dealing with written materials that include new or unfamiliar language and can skim and scan written text as well as reading for detail. They can adjust aspects of their written and visual presentations to suit the requirements of different purposes and audiences, and are also beginning to experiment with structures and discourse features that are more common in written texts than in oral ones.

STRANDS AND ACHIEVEMENT OBJECTIVES

LEARNING LANGUAGE		DEVELOPING LANGUAGE SKILLS			
Communication	Vocabulary	Listening & Speaking	Reading	Writing	Viewing & Presenting
<i>By the end of Year 6, learners can:</i>	<i>By the end of Year 6, learners can:</i>	<i>By the end of Year 6, learners can:</i>	<i>By the end of Year 6, learners can:</i>	<i>By the end of Year 6, learners can:</i>	<i>By the end of Year 6, learners can:</i>
<p>Recognise and express in a range of contexts:</p> <ul style="list-style-type: none"> . agreement with concessions and reservations . grounds for conclusions . hypotheses with reasons/ explanations . generalisations with exceptions . definitions of things and concepts <p>Recognise, express and distinguish clearly between:</p> <ul style="list-style-type: none"> . facts and opinions/ beliefs . real and hypothetical conditions (e.g., If I go . . . ; If I had gone . . .) 	<p>recognise and use words relating to:</p> <p>fashion: (e.g., <i>pattern; trendy; hot</i>)</p> <p>music: (e.g., <i>CD; guitar; violin</i>)</p> <p>social events: (e.g., <i>party; social; sleepover; camp</i>)</p> <p>driving and drinking: (e.g., <i>driving; licence; alcohol; can</i>)</p> <p>social responsibilities: (e.g., <i>alcohol; drugs; dating</i>)</p> <p>concessions and reservations: (e.g., <i>although; however; nevertheless; equally; on the other hand; assure; (dis)agree; accept</i>)</p> <p>generalisations and exceptions: (e.g., <i>generally; usually; unusual; occasionally; except; exception</i>)</p> <p>deduction and inference: (e.g., <i>conclude; conclusion; prove; proof; explain; explanation; consequence; result</i>)</p> <p>facts and opinions: (e.g., <i>think; believe; convince; convinced; sure; certain; guess; suspect; opinion; true</i>)</p> <p>justice and the law: (e.g., <i>lawyer; innocent; witness; evidence</i>)</p>	<ul style="list-style-type: none"> . listen to and interact with others to clarify and explore information, ideas, beliefs and opinions . listen to, discuss and interpret a range of spoken texts, identifying facts, ideas, opinions and beliefs and relating them to other sources of information and ideas . identify language features and their effects in a range of texts, describing their relationship to meaning, purpose, and audience . speak clearly in groups to communicate information, ideas, and opinions . assemble information from a range of sources, and select and present it coherently, using appropriate technology 	<ul style="list-style-type: none"> . select and read a range of texts, using different strategies (e.g. skimming, scanning) for different purposes . discuss language, meanings, and ideas in a range of texts, relating understandings to experience, context, and other texts . using appropriate terminology, discuss the language features and discourse conventions of different texts . interpret, analyse, and produce written texts which express differing points of view; . retrieve, select, and interpret, information in relation to specific topics and purposes 	<ul style="list-style-type: none"> . write regularly and coherently in response to experiences, ideas, observations, and texts . write on a variety of topics, shaping, editing, and reworking, and using appropriate language and discourse conventions . explore and analyse the beliefs and opinions encountered in texts . using appropriate terminology, explore aspects of the language and discourse conventions that are characteristic of different genres and text-types, applying some to their own writing . use information retrieved and selected from a range of sources to present coherent written arguments 	<ul style="list-style-type: none"> . discuss and respond to various meanings, ideas, and effects, describing how verbal and visual aspects of texts can be effectively are combined for different purposes and audiences . using appropriate terminology, describe some of the conventions of verbal and visual language (including graphs and tables) . use and combine verbal, visual, and dramatic features to communicate with different audiences for different purposes
		<p>Some suggested topics: The law and legal systems; fashion;</p> <p>Some suggested text-types: Graphs; tables; news reports; formal letters; programme and exhibition guides; surveys.</p>			