

Dear Parents and Carers,

Below are the 2017 end of year targets for students to achieve a satisfactory grade (C Grade) for 'Language other than English'.

Language Other than English			
Year 3	Year 4	Year 5	Year 6
Communicating			
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 stai?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!	Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!	Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/non mi piace la musica classica; Sabato ho incontrato i miei amici al centro commerciale; Quando fa bel tempo vado al mare Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places such as È mio fratello – è molto simpatico; E tu?; È vero; Davvero?; Va bene; Non sono d'accordo; Bravissimo!; Eccezionale!; Mi piace/piacciono...; Non mi piace/piacciono...; Preferisco...
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	Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, la mensa scolastica; le vacanze estive; la passeggiata Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, Vietato entrare!; È Vietato calpestare l'erba! Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Italian 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, for example, explaining the use of idioms such as Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora! Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource
System 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	Develop pronunciation and intonation in Italian, for example, sc followed by h or i/e (schiavo, piscina, pesce) and letter combinations such as gn (in lavagna) and gl (in famiglia) Recognise some of the rules of spelling and punctuation such as capitalisation rules when	Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in il cappello; la piazza; il freddo and z and t sounds Apply the rules of spelling to writing in familiar types of texts and contexts	Explain and apply features of intonation, pronunciation and writing conventions such as understanding that there are both grave accents (è) and acute accents (perché) Apply the rules of spelling to writing in a variety of types of texts and contexts

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such as capitalisation rules when writing, including Mamma, Papà Recognise and write high frequency words and expressions in familiar contexts	writing, including sabato, dicembre		
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If you would like to discuss the targets as outlined in this letter, please make a time to meet with me.

Kind regards,

Luisa Pizzolante

Italian Teacher

7 March 2017

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Our School Vision: Sutherland Dianella Primary School students are challenged and supported to become confident and independent learners, who achieve their personal best