

Curriculum Improvement Cycle

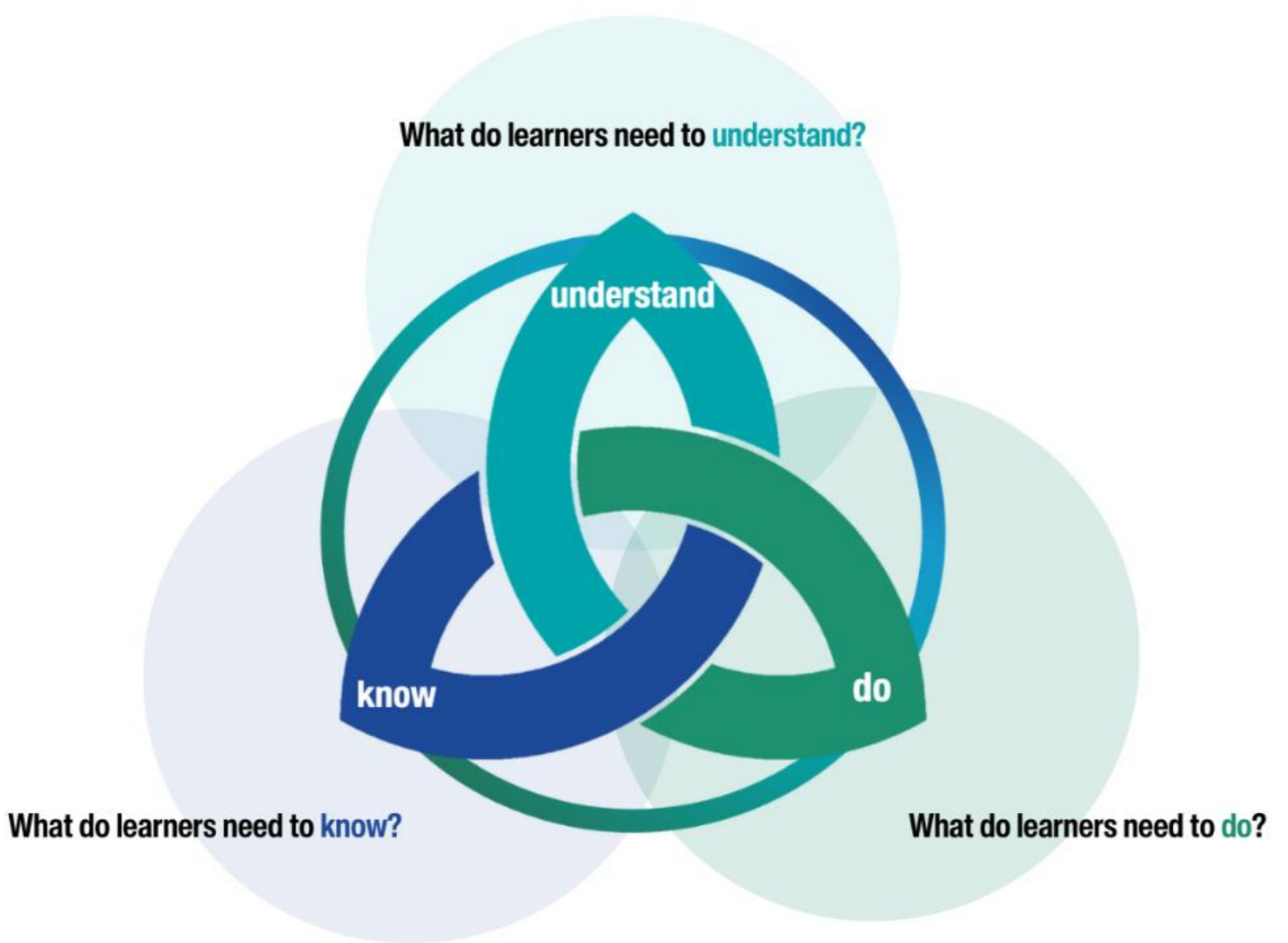
Draft Technical Framework

Languages Sample

June 2026

These are **draft materials**. The content, format and style are subject to change. It would not be appropriate to change current planning or tracking and monitoring systems in establishments at this stage.

There is **no expectation** on educators, schools or settings to do anything now with these samples. They are being shared as part of the co-design process and in advance of engagement and feedback time during the 2026/27 session.



Languages			
Illustrative Big Idea	Communicating and Understanding in Different Languages		
	The ability to understand and use language to communicate with people from a range of linguistic and cultural backgrounds across different languages, forms of communication and contexts. It involves sharing ideas, experiences and perspectives in ways that suit different audiences, purposes and cultural contexts, while developing fluency and independence in communication.		
<i>In the future, Notes for Languages will include definitions and explanations of terminology; grammar progression by language (early - 4th level); language-specific exemplification of progression (early - 4th level); and pedagogical approaches for languages.</i>			
Language for Interaction			
Early Level	Understand: People take turns when using language to share meaning.		Understand: Understanding and responding happen together in interaction.
	Know: Taking turns is part of communication. Gesture, facial expression and tone can support meaning.	Do: Take turns in short exchanges, including responding to questions and prompts using gesture and facial expression where appropriate.	Know: Greetings, responses and routine expressions using familiar words and short phrases support interaction.
	Notes: Taking turns involves waiting, asking questions, responding to others and expressing ideas in different ways. This may include songs, rhymes and classroom routines. Tone refers to the pitch, attitude, mood or emotional quality of language.		Notes: Routine expressions are words and phrases used frequently, such as greetings and instructions.
First Level	Understand: People interact by asking questions and giving responses using familiar language.		Understand: Meaning develops through listening and responding to others.
	Know: Familiar question forms and responses are used in everyday interaction. Questions and responses follow familiar patterns. Interaction can happen even when language is not fully accurate.	Do: Ask and respond to predictable questions and prompts using familiar language. Use familiar words and phrases to interact.	Know: Taking turns involves asking and responding to questions using familiar language. Tone, gesture and expression affect how people understand language.
	Notes: Question forms can be constructed using words, punctuation or vocal tone. Familiar patterns are repeated structures using familiar language.		Notes: Structured interactions are supported by familiar routines, prompts and models. Visual support can come from pictures, objects, actions and environment.
Second Level	Understand: People interact to share information and create meaning with others in predictable situations.		Understand: People choose language to fit the situation when interacting.
	Know: Exchanging information involves taking turns using basic language to form expressions and questions. Familiar interaction patterns support communication in different situations.	Do: Ask questions and respond appropriately to what others have said, including agreeing and disagreeing.	Know: Basic language is the foundation of interaction in familiar situations. Adding detail to responses extends interaction.
	Notes: Basic language - see language progression Interaction and transaction patterns are language sequences involving more than one participant, such as asking and answering questions, making a request, transactions or following instructions. Familiar language refers to frequently used words and phrases, along with prior knowledge.		Do: Choose basic words and phrases to ask for and give information, adding detail to extend responses.

Third Level	Understand: People interact to exchange ideas, opinions and information to develop shared meaning.		Understand: People manage interaction and use strategies to maintain shared meaning, even when there are gaps in language.		Understand: Interaction reflects awareness of audience and context.		Understand: People use strategies to clarify meaning in interaction.	
	Know: Interacting involves taking turns using simple language to exchange ideas, opinions and information.	Do: Express opinions and share ideas or information using simple language across short conversations or exchanges.	Know: Turn-taking can involve initiating, responding and extending interaction. Language can be adapted during interaction to respond to others.	Do: Ask for and give information using simple language, adding detail and asking follow-up questions to maintain interaction in familiar contexts. Use simple language to agree, disagree or ask for clarification. Adapt simple, familiar language or use strategies to express ideas differently to maintain interaction.	Know: Language choice and interaction patterns vary depending on audience and context.	Do: Select and use simple, familiar language appropriately for different situations and interactions.	Know: Basic repair phrases support clarification.	Do: Ask for help or repetition using learned phrases.
	Notes: Simple language - see language progression Shared meaning is understanding developed through interaction.		Notes: Strategies are ways to support communication and understanding, such as using gesture, or repeating and rephrasing familiar language.		Notes: Audience describes the person or group communication is intended for. Context refers to the setting of language interaction, such as topic or situation.		Notes: Repair phrases fix or support communication when meaning is unclear, such as asking for repetition.	
Fourth Level	Understand: People interact to exchange ideas, opinions and information in familiar and unfamiliar contexts.		Understand: People adapt language in response to audience, purpose and context during interaction.		Understand: People maintain shared meaning through clarification and expressing ideas in different ways.			
	Know: Interacting involves taking turns using straightforward language to exchange ideas, opinions and information, and to negotiate meaning.	Do: Express opinions and reasons using straightforward language across conversations or exchanges.	Know: Language can change during interaction to maintain meaning. Different forms of language reflect context and audience.	Do: Respond to others and develop ideas when interacting. Maintain interaction in familiar and some less familiar contexts. Adapt language to suit context, audience and purpose.	Know: Straightforward expressions clarify and improve meaning in interaction.	Do: Express ideas differently to clarify or improve meaning.		
	Notes: Straightforward language - see language progression Negotiate describes the reciprocal process of working out meaning in an interaction.		Notes: Purpose describes the intent and reason for communication.					

Version History

Version	Date	Detail
Version 1	23 June 2026	First released

Early Draft Sample