



Sinhala Curriculum

Perth Sinhala School

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Introduction

The Language

Sinhalese known natively as Sinhala (සිංහල) is the native language of the Sinhalese people, who make up the largest ethnic group in Sri Lanka. Sinhalese is also spoken as a second language by other ethnic groups in Sri Lanka and of sizeable Sri Lankan communities in other countries such as Australia, New Zealand, the UK and the USA.

It belongs to the Indo-Aryan branch of the Indo-European languages. Sinhalese is written using the Sinhalese script, which is one of the Brahmic scripts, a descendant of the ancient Indian Brahmi script closely related to the Kadamba alphabet.

Sinhalese is one of the official and national languages of Sri Lanka. Sinhalese, along with Pali, played a major role in the development of Theravada Buddhist literature in the world.

Rationale

The study of Sinhala contributes to the overall education of students, particularly in the areas of literacy, communication, cross-cultural understanding and general knowledge. It provides access to the culture of Sri Lanka and related communities. The study promotes understanding of different attitudes and values not just within the wider Sri Lankan community but also relating to Australian community and beyond.

The study of Sinhala develops students' ability to understand and use a language that is the one of the official languages of Sri Lanka, the language of the majority of Sri Lankans on the island, and of sizeable Sri Lankan communities in residing in number of countries including Australia.

The ability to understand and use Sinhala provides students with direct access to a culture rich in history and tradition, and to fields as diverse as art, music, dance, drama, literature, folk craft, trade and sports.

From historical times, Sri Lanka has had close links with Australia and these ties have grown substantially in recent years. In trade and commerce Australia is currently one of the biggest investors in Sri Lanka.

The ability to communicate in Sinhala may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as advertising, broadcasting, translation and tourism. Also students of Sri Lankan origin can maintain close relationships and ties with their relatives and friends from Sri Lanka through language learning. Also students learning Sinhala Language in Australia have the opportunity to study it until Year 12 as a Language other than English (LOTE) which is entitled for 10% bonus in ATAR (Australian Tertiary Admission Rank) calculations.

Overall Aims

This study is designed to enable students to:

- use Sinhala to communicate with others;
- understand language as a system;
- understand and appreciate the cultural contexts in which Sinhala is used;
- understand their own culture(s) through the study of other cultures;
- make connections between Sinhala and English, and/or other languages;
- apply Sinhala to work, further study, training or leisure.

Structure

The study is made up of eight levels (stages). Each level is designed to enable students to achieve a set of outcomes. These outcomes are described in terms of the key knowledge and skills students are required to demonstrate in five (5) language modes of speaking, listening, reading, writing and viewing. Further, outcomes expected in relation to cultural understanding are also specified for each level.

Entry

This curriculum is designed for students who will, typically, have the interest to study Sinhala language and Sri Lankan culture in Australia. Students must demonstrate an adequate level of knowledge and competency of a prior level to progress towards the next level of studies (e.g. if a student wants to move to level 2, should demonstrate proficiency in level 1 of language studies).

Duration

Each level (stage) involves at least 100-150 hours of scheduled classroom instructions.

Assessment and reporting:

Satisfactory Completion

The award of satisfactory completion of a specific level is based on a decision that the student has demonstrated achievement of the set of outcomes specified for that level. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks include both formative and summative assessments.

Teachers must develop lessons that provide opportunities for students to demonstrate achievement of outcomes. School will report a result after each academic year to the parents as S (Satisfactory) or N (Not Satisfactory) with marks earned for summative assessments. School may also report additional information on levels of achievement.

Level One

Expected Learning Outcomes:

1. Listening and Responding

- Recognize and differentiate diverse sounds coming from the environment
- Demonstrate positive listening attitudes and behaviour by showing assertiveness and understanding towards children poems, songs and stories
- Respond to classroom discussions, questions raised and instructions given by class teacher/peers

2. Speaking and Responding

- Introduce themselves and family members in a basic manner
- Greet teachers and peers
- Present little poems, songs, daily activities, experiences and news to the class with appropriate volume
- Participate in class discussions
- Make predictions in a story

3. Reading, Viewing and Responding

- Recognize letter-sound relationships
- Recognize simple sight words
- Name pictures included in lessons
- Tell stories using wordless pictures

4. Writing

- Draw patterns on scattered lines
- Trace letters
- Write basic letters without diacritics (පිළි pili)
- Write simple words of 2-3 letters
- Match appropriate pictures and letters

5. Cultural Understanding

- Identify basic attributes of mother land
- Identify national and special flags
- Recognize core features and customs of few national and religious festivals (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day)
- Sing Sinhala songs and poems
- Sing Sri Lankan and Australian anthems
- Relish stories relating to Sri Lankan folklore
- Move and act for simple Sinhala songs

Contents:

- Patterns and letter formations
- Basic letters of Pure Sinhalese Alphabet
- 2 and 3 letter words

- My self
- Environment
- Our clothes
- Food and drinks
- Pets
- Our classroom
- Colours
- Numbers 1-10
- Our body
- Basic greetings
- Telling news
- Expressions on pictures
- Our daily activities
- Similar objects and antonyms
- Picture stories
- Our heritage
 - Sri Lanka
 - Flags
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day
 - Children poems, songs, stories of folklore

Teaching Aids and Thematic Devices

- Classroom and outside observations
- Colour pencils
- Photographs
- Number cards
- Picture stories
- Cards of sight letters/words
- Name badges
- Related actual objects/models
- Videos
- Audio Cassettes

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 1, Perth Sinhala School, Australia
- Sinhala Workbook (2016), Grade 1, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 1, Educational Publications Department, Sri Lanka

Level Two

Expected Learning Outcomes:

1. Listening and Responding

- Demonstrate positive listening attitudes and behaviour by showing assertiveness and understanding towards children poems, songs and stories
- Respond to classroom discussions, questions raised and instructions given by class teacher/peers
- Determine credibility of the speaker
 - Identify the intent/ purpose of the message (e.g., to instruct, to inform, to persuade)
 - Identify the speaker/ source

2. Speaking and Responding

- Greet teachers and peers
- Introduce themselves, friends and family members
- Present little poems, songs, daily activities, experiences and news to the class with appropriate volume
- Participate in class discussions
- Tell stories using wordless pictures
- Make predictions in a story and ask appropriate questions
- Present short speeches about given topics
- Speak for own needs (e.g. asking questions for own needs)

3. Reading, Viewing and Responding

- Recognize letter-diacritic-sound relationships
- Recognize words of 2-4 letters with basic diacritics
- Read simple sentences
- Read little poems
- Compare and contrast pictures

4. Writing

- Write letters without help
- Write letters with basic diacritics (පිළි- we,ms,a,, weoh, biams,a,, y,alsrSu)
- Write letters with 3-4 words
- Write simple sentences

5. Cultural Understanding

- Identify meanings of Sri Lankan national flag's symbols and colours
- Recognize core features and customs of few national and religious festivals (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day)
- Recognize the features of procession as a cultural parade (fmryer)
- Sing Sinhala songs, poems and anthems (including Sri Lankan and Australian anthems)
- Relish stories relating to Sri Lankan folklore, fables and fairy-tales
- Move and act for Sinhala songs

Contents:

- Sinhala alphabet (Pure Sinhalese Alphabet)
- Basic diacritics (පිළි- we,ms,a,, weoh, biam,s,a,, y,alsrSu)
- 2-4 letter words
- Simple sentences
- Myself and relatives
- Our environment
- Environmental changes
- Household goods
- Vegetables and fruits
- Good habits
- Our clothes and climate
- Pets
- Numbers 1-20
- Days of the week
- Simple sentence structures
- Our heritage
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day
 - Procession as a cultural parade (fmrयर)
 - Detailed analysis of Sri Lankan Flag
 - Children poems, songs, stories of folklore, fables, fairy-tales

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Classroom and outside observations
- Number cards
- Picture stories
- Cards of sight letters/words
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 2, Perth Sinhala School, Australia
- Sinhala Workbook (2016), Grade 1, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 1, Educational Publications Department, Sri Lanka
- Sinhala Workbook (2016), Grade 2, Educational Publications Department, Sri Lanka

Level Three

Expected Learning Outcomes:

1. Listening and Responding

- Demonstrate positive listening attitudes and behaviour by showing assertiveness and understanding towards children poems, songs and stories
- Respond to questions raised in terms of “who, what, where, when and why”
- Respond to greetings
- Determine credibility of the speaker
 - Identify the intent/ purpose of the message (e.g., to instruct, to inform, to persuade)
 - Identify the speaker/ source
 - Detect the speaker’s feelings and attitudes (e.g., happiness, anger, confusion)

2. Speaking and Responding

- Greet teachers and peers
- Introduce themselves, family, relatives, friends, things in the surrounding, country (motherland and Australia)
- Present little poems, songs, daily activities, experiences and news to the class with appropriate volume
- Participate in class discussions
- Tell stories using wordless pictures
- Tell time and ask questions about time
- Compare and contrast different objects, characters
- Make predictions in a story and ask appropriate questions
- Present short speeches about given topics
- Speak for own needs (e.g. asking questions for own needs)

3. Reading, Viewing and Responding

- Recognize letter-diacritic-sound relationships
- Read sentences by recognizing meaning
- Read sentences by paying attention to simple punctuations
- Read lists from the top to bottom
- Understand little poems
- Compare and contrast pictures
- Construct meaning from visual texts (e.g., pictures, diagrams)

4. Writing

- Write letters with diacritics (පිළි pili)
- Construct simple sentences with basic punctuations
- Use accurate and consistent spelling in writing
- Recognize synonyms and antonyms

5. Cultural Understanding

- Recognize meanings of Sri Lankan national flag’s symbols and colours
- Compare and contrast core features and customs of few national and religious festivals in Sri Lanka and Australia (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day)

- List the features of procession as a cultural parade (fmryer)
- Sing Sinhala songs and poems (including Sri Lankan and Australian anthems)
- Relish stories relating to Sri Lankan folklore, fables, fairy-tales, myths
- Move and act for Sinhala songs
- Play Sri Lankan drums

Contents:

- Sinhala alphabet (Pure Sinhalese Alphabet)
- Diacritics (පිළි- we,ms,a,, weoh, bams,a,, y,alsrSu, mdms,a,, fldinqj)
- Vowels (short vowels and long vowels) and consonants
- Singular and plural words
- Simple sentences
- Punctuation: Full stop, question mark (. ?)
- Myself and relatives
- Our Sinhala school
- Our country- Sri Lanka
- Food
- Animals
- Night
- Vehicles
- Water
- Months of the year
- Numbers 1-100
- Days of the week
- Our heritage
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day
 - Procession as a cultural parade (fmryer)
 - Detailed analysis of Sri Lankan Flag
 - Children poems, songs, stories of folklore, fables, fairy-tales

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Number cards
- Newspapers
- Picture stories
- Puzzles
- Cards of sight letters/words
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment

- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 3, Perth Sinhala School, Australia
- Sinhala Workbook (2016), Grade 2, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 2, Educational Publications Department, Sri Lanka

Level Four

Expected Learning Outcomes:

1. Listening and Responding

- Listen and view attentively and for a sustained period
 - Look at the person speaking and maintain eye contact
 - Maintain appropriate posture and facial expression
 - Withhold judgement or comment until appropriate
- Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said)
- Detect the speaker's feelings and attitudes (e.g. happiness, anger, confusion)
- Indicate response appropriately while listening
 - Nod in agreement or to indicate understanding
 - Provide back-channelling to confirm comprehension and encourage speaker
 - Seek clarification and elaboration

2. Speaking and Responding

- Speak with accurate pronunciation and appropriate intonation
- Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics
- Present poems, songs, daily activities, experiences and news to the class
- Participate in class discussions
- Make predictions on what may happen prior to and after a given situation
- Compare and contrast different objects, characters, places
- Make predictions in a story and ask appropriate questions
- Speak for own needs (e.g. asking questions for own needs)
- Retell experiences or past events
- Offer answers to riddles

3. Reading, Viewing and Responding

- Diagnose letter-diacritic-sound relationships
- Identify prenasalised consonants
- Read paragraphs by recognizing meaning and punctuations
- Compare and contrast pictures
- Construct meaning from visual texts (e.g., pictures, diagrams, maps)
- Identify and read common word endings, rhyming words, irregularly spelt words
- Identify themes as big ideas in stories/ poems

4. Writing

- Write simple paragraphs with basic punctuations
- Write words with prenasalised consonants
- Use accurate and consistent spelling in writing
- Mark places on maps
- Write basic comparisons on given pictures, topics, situations
- Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds
- Provide evidence to support points stated
- Complete crossword puzzles

5. Cultural Understanding

- Recognize national symbols
- Compare and contrast core features and customs of few national and religious festivals in Sri Lanka and Australia (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day)
- Sing Sinhala songs and poems and recognize meanings of them (including Sri Lankan and Australian anthems and lullaby songs)
- Relish stories relating to Sri Lankan folklore and legends
- Dance for Sinhala songs
- Play Sri Lankan drums
- Act dramatically for Sri Lankan stories

Contents:

- Sinhala alphabet (Mixed Sinhalese Alphabet)
- Diacritics (පිළි පිළි- we,ms,a,, weoh, biam,a,, y,alsrSu, mdms,a,, fldinqj)
- Prenasalised Consonants (භ, ජ, ඥ, ඞ, ට, ඩ)
- Paragraph Building
- Nouns and verbs
- Numbers 1-1000
- Plural and singular words
- Punctuation: Full stop, question mark (. ?)
- Synonyms and acronyms
- Riddles
- Birds
- My house and relatives
- Public places
- School
- Environment
- Countries in the world: Australia and Sri Lanka
- Our heritage
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas, Sri Lankan Independence Day, Australian Day
 - National symbols
 - Good habits
 - Children poems, songs (lullaby songs), stories of folklore, legends and national heroes
 - Masks
 - Heritage and sacred places in Sri Lanka

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Number cards
- Newspapers
- Picture stories
- Puzzles
- Cards of sight words
- Related actual objects/models

- Videos
- Audio Cassettes
- PowerPoint slides
- Maps

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 4, Perth Sinhala School, Australia
- Sinhala Reading Book (2016), Grade 3, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 4, Educational Publications Department, Sri Lanka
- Gunasena Work Book (2015), Grade 2 and 3, MD Gunasena, Sri Lanka

Level Five

Expected Learning Outcomes:

1. Listening and Responding

- Listen and view attentively and for a sustained period
 - Look at the person speaking and maintain eye contact
 - Maintain appropriate posture and facial expression
 - Withhold judgement or comment until appropriate
- Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said)
- Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance along with speaker's feelings and attitudes (e.g. happiness, anger, confusion)
- Make predictions (about subsequent action or activity) on texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)
- Indicate response appropriately while listening
 - Nod in agreement or to indicate understanding
 - Provide back-channelling to confirm comprehension and encourage speaker
 - Seek clarification and elaboration

2. Speaking and Responding

- Speak with accurate pronunciation and appropriate intonation
- Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics
- Present poems, songs, daily activities, experiences and news to the class
- Participate in class discussions
- Make predictions on what may happen prior to and after a given situation
- Compare and contrast different objects, characters, places
- Make predictions in a story and ask appropriate questions
- Speak for own needs (e.g. asking questions for own needs)
- Retell experiences or past events
- Use effective introductions and conclusions when making presentations

3. Reading, Viewing and Responding

- Diagnose letter-diacritic-sound relationships
- Identify prenasalised consonants, aspirated & unaspirated letters
- Read paragraphs by recognizing meaning and punctuations
- Construct meaning from visual texts (e.g., pictures, diagrams, maps)
- Gather information from various sources (e.g. written and visual texts)
- Compare and contrast information gathered from various sources (e.g. pictures with written texts)
- Identify and read common word endings, rhyming words, irregularly spelt words
- Identify themes as big ideas in stories/ poems
- Recognize differences between spoken and written language
- Find how ideas can be expressed using idioms
- Find elements of an announcement

4. Writing

- Write simple paragraphs with basic punctuations
- Write words with prenasalised consonants, aspirated words and non-aspirated words
- Use accurate and consistent spelling in writing
- Write sentences grammatically by matching verbs with subjects
- Convert sentences from spoken language to written language
- Mark places on maps
- Write basic comparisons on given pictures, topics, situations
- Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds
- Provide evidence to support points stated
- Use idioms in writing
- Write short essays

5. Cultural Understanding

- Appreciate the value of national and religious festivals in Sri Lanka and Australia (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas)
- Sing patriotic songs and folk songs and recognize meanings of them
- Relish stories relating to Sri Lankan folklore and legends
- Play Sri Lankan drums
- Act dramatically for Sri Lankan stories
- Identify different dancing traditions in Sri Lanka
- Value importance of sacred and heritage places in Sri Lanka
- Discover the value of Sri Lankan history and kingdoms
- Appreciate Sri Lankan art and crafts
- Present Sri Lankan folk dances

Contents:

- Sinhala alphabet (Mixed Sinhalese Alphabet)
- Diacritics (පිළි- we,ms,a,, weoh, biam,s,a,, y,alsrSu, mdms,a,, fldinq, fldinq fol, .hkqls;a,, rldrxYh, .egms,a,, hxYh)
- Prenasalised Consonants (භ, ජ, ඥ, ඞ, ට, ඹ)
- Aspirated letters and unaspirated letters (uydm%dk iy w,amm%dk)
- Categorizing nouns
- Subject and verb relationships (first person, second person and third person)
- Plural and singular words: living beings and non-living things
- Punctuation: Full stop, question mark, exclamation mark, quotation marks, comma (. ? ! “ ” ,)
- Numbers 1-1000
- Synonyms and acronyms
- Idioms
- Spoken language vs written language
- Announcements
- Value of education
- Good habits
- Beauty of animal world

- Visiting a national park
- Natural disasters
- World heritage places and wonders
- Different religious places
- Spending leisure time
- Natural resources
- Rhythms and melodies
- Writing essays
- Our heritage
 - Our history and kings
 - Temple of tooth as a sacred place
 - Responsibilities as a nation
 - Folk songs, stories of folklore & legends and folk dancing
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas
 - Our first teachers- Paying respect to parents
 - Stupas
 - Art and craft
 - Sri Lankan dancing traditions
 - Patriotic songs

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Number cards
- Newspapers
- Picture stories
- Puzzles
- Cards of sight words
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides
- Maps
- Observations and experiments

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 5, Perth Sinhala School, Australia
- Sinhala Reading Book (2016), Grade 4, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 5, Educational Publications Department, Sri Lanka
- Gunasena Work Book (2015), Grade 4 and 5, MD Gunasena, Sri Lanka

Level Six

Expected Learning Outcomes:

1. Listening and Responding

- Listen and view attentively and for a sustained period
 - Look at the person speaking and maintain eye contact
 - Maintain appropriate posture and facial expression
 - Withhold judgement or comment until appropriate
- Listen and view with empathy and respect (e.g., giving due attention to the speaker and being sensitive to what is said)
- Identify the voice qualities (i.e., pace, volume, tone and stress) in an utterance along with speaker's feelings and attitudes (e.g. happiness, anger, confusion)
- Indicate response appropriately while listening
 - Nod in agreement or to indicate understanding
 - Provide back-channelling to confirm comprehension and encourage speaker
 - Seek clarification and elaboration
- Compare and contrast information
- Categorise and classify details
- Distinguish between cause and effects
- Make predictions (about subsequent action or activity) on texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)
- Make inferences (about purpose, intention, theme/ message) from the texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)

2. Speaking and Responding

- Speak with accurate pronunciation and appropriate intonation
- Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics
- Present poems, songs, daily activities, experiences and news to the class
- Participate in class discussions
- Make predictions on what may happen prior to and after a given situation
- Compare and contrast different objects, characters, places
- Make predictions in a story and ask appropriate questions
- Speak for own needs (e.g. asking questions for own needs)
- Retell experiences or past events
- Use effective introductions and conclusions when making presentations
- Justify reasons when forming arguments
- Critique some given aspects with valid reasoning

3. Reading, Viewing and Responding

- Diagnose letter-diacritic-sound relationships
- Identify prenasalised consonants, aspirated & unaspirated letters
- Read paragraphs by recognizing meaning and punctuations
- Construct meaning from visual texts (e.g., pictures, diagrams, maps)
- Gather information from various sources (e.g, written and visual texts)
- Compare and contrast information gathered from various sources (e.g. pictures with written texts)
- Identify and read common word endings, rhyming words, irregularly spelt words, word pairs
- Identify themes as big ideas in stories/ poems
- Recognize differences between spoken and written language
- Find how ideas can be expressed using idioms
- Analyse organisational patterns in a text:
 - list/ sequence of ideas/ events
 - comparison-contrast
 - cause-effect
 - problem-solution
- Draw conclusions from:
 - the gist/ main idea and key details
 - prior knowledge
 - contextual clues
- Make some generalisations (such as the moral of a story) by:
 - identifying the gist/ main idea and key details
 - identifying general patterns from more than one source

4. Writing

- Write words with prenasalised consonants, aspirated words and non-aspirated words, extended consonants
- Use accurate and consistent spelling in writing
- Review, revise, proofread and edit to improve writing and representation
- Tabulate information based on given features/classifications
- Write sentences grammatically by matching verbs with subjects
- Convert sentences from spoken language to written language
- Analyse information given in pictures and compare with other sources of information
- Use idioms and word pairs in writing Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds
- Persuasive writing with evidence to support points stated
- Write personal letters
- Complete complex crossword puzzles
- Find out answers for complex riddles including poetic ones

5. Cultural Understanding

- Critically evaluate the importance of national and religious festivals in Sri Lanka and Australia (Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas)
- Sing different types of songs and recognize meanings of them
- Relish stories relating to Sri Lankan folklore and legends
- Play Sri Lankan drums and other musical instruments to present Sinhala songs
- Act dramatically for Sri Lankan stories

- Present folk dances and traditional Kandyan dances
- Value importance of sacred and heritage places in Sri Lanka
- Discover the value of Sri Lankan history and kingdoms
- Appreciate Sri Lankan art and crafts
- Describe different customs of indigenous people in Sri Lanka

Contents:

- Sinhala alphabet (Mixed Sinhalese Alphabet) with extended consonants
- Diacritics (පිළි- we,ms,a,, weoh, biam,a,, y,alsrSu, mdms,a,, fldinq, fldinq fol, .hkqls;a,, rldrxYh, .egms,a,, hxYh, .eg fol)
- Prenasalised Consonants (භ, ජ, ඥ, ඞ, ට, ඩ)
- Aspirated letters and unaspirated letters (uydm%dk iy w,amm%dk)
- Consonant conjuncts
- Adjectives and adverbs
- Subject, object and verb relationships (first person, second person and third person and objects)
- Plural and singular words: living beings and non-living things
- Punctuation: Full stop, question mark, exclamation mark, quotation marks, comma (. ? ! “ ” , : -)
- Different tenses (present, past and future) together with gender connections
- Synonyms and acronyms
- Idioms
- Word pairs
- Spoken language vs written language
- Water and its cycle
- Sources of information
- Spending leisure time effectively
- Food and nutrition
- Sora bora lake
- Sri Lankan industries
- Natural disasters
- Good habits
- Rain
- Four seasons
- Riddles including poetic ones
- Writing personal letters
- Crossword puzzles
- Essay writing
- Our heritage
 - Sri Lankan heroes
 - Customs associated with water
 - Indigenous people in Sri Lanka
 - Using masks
 - Five types of music instruments
 - Our history, kings and kingdoms
 - Invasions in Sri Lanka
 - Folk songs, stories of folklore & legends
 - National and religious festivals: Sinhalese and Hindu New Year, Vesak Festival, Poson Festival, Christmas
 - Art and craft
 - Temple of tooth as a sacred place

- Sigiriya and frescoes

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Newspapers
- Puzzles
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides
- Maps
- Observations and experiments
- Sri Lankan arts

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)

Resources

- Sinhala Language Textbook (2017), Stage 6, Perth Sinhala School, Australia
- Sinhala Reading Book (2016), Grade 5, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 6, Educational Publications Department, Sri Lanka
- Gunasena Work Book (2015), Grade 4 and 5, MD Gunasena, Sri Lanka

Level Seven

Expected Learning Outcomes:

1. Listening and Responding

- Indicate response appropriately while listening
 - Provide back-channelling to confirm comprehension and encourage speaker
 - Seek clarification and elaboration
- Compare and contrast information
- Categorise and classify details
- Distinguish between cause and effects
- Listens and transfers information from one form to other forms
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Sinhala or English
- Appreciate various forms of representations (such as role- playing, poetry, songs, stories, through a variety of responses)
- Make predictions (about subsequent action or activity) on texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)
- Make inferences (about purpose, intention, theme/ message) from the texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)

2. Speaking and Responding

- Speak with accurate pronunciation and appropriate intonation
- Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics
- Participate in class discussions
- Make predictions on what may happen prior to and after a given situation
- Compare and contrast different objects, characters, places
- Make predictions in a story/scenario and ask appropriate questions
- Retell experiences or past events
- Use effective introductions and conclusions when making presentations
- Justify reasons when forming arguments
- Critique some given aspects with valid reasoning
- Debate on given topics with proposing and opposing views

3. Reading, Viewing and Responding

- Diagnose letter-diacritic-sound relationships, prenasalised consonants, aspirated & unaspirated letters
- Construct meaning from visual texts (e.g., pictures, diagrams, maps)
- Gather information from various sources (e.g, written and visual texts)
- Compare and contrast information gathered from various sources
- Identify themes as big ideas in stories/ poems/songs
- Recognize differences between spoken and written language
- Find how ideas can be expressed using idioms
- Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Sinhala or English
- Extract and reorganise information and ideas from one text type to another
- Analyse organisational patterns in a text:
 - list/ sequence of ideas/ events
 - comparison-contrast
 - cause-effect
 - problem-solution
- Draw conclusions from:
 - the gist/ main idea and key details
 - prior knowledge
 - contextual clues
- Make some generalisations (such as the moral of a story) by:
 - identifying the gist/ main idea and key details
 - identifying general patterns from more than one source

4. Writing

- Write words with prenasalised consonants, aspirated words and non-aspirated words, extended consonants
- Review, revise, proofread and edit to improve writing and representation
- Tabulate information based on given features/classifications
- Write sentences grammatically by matching verbs with subjects
- Convert sentences from spoken language to written language
- Analyse information given in pictures and compare with other sources of information
- Use idioms and word pairs in writing Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds
- Persuasive writing with evidence to support points stated
- Write personal letters, invitations and bio-data
- Critical analysis of given texts

5. Cultural Understanding

- Discover the value of Sri Lankan history and kingdoms
- Recognize various symbols of Sri Lankan identity
- Critically evaluate different aspects of culture
- Sing different types of songs and recognize meanings of them
- Relish stories relating to Sri Lankan folklore and legends
- Play Sri Lankan drums and other musical instruments to present Sinhala songs
- Act dramatically for Sri Lankan stories
- Present folk dances and traditional Kandyan/Low Country dances
- Appreciate folk art and crafts
- Demonstrate intercultural awareness

Contents:

- Important features of Mixed Sinhala alphabet (Mixed Sinhalese Alphabet): Diacritics, Prenasalised Consonants, Aspirated letters and unaspirated letters, Consonant conjuncts
- Nouns, verbs, adjectives and adverbs
- Prepositions
- Subject, object and verb relationships (first person, second person and third person and objects)
- Different tenses (present, past and future) together with gender connections
- Idioms
- Completion of bio-data
- Writing invitations
- Writing personal letters
- Writing extended essays
- Issues faced by modern man
- Analysing poems
- Evolution of communication media
- Conserving forests
- Disaster management
- World of jobs
- Importance of family unit
- Civil rights
- Appreciating good habits
- Deepavali festival of Hindus
- Social development and technological changes
- Our heritage
 - Sources of Sri Lankan history
 - Civilization in Sri Lanka
 - Evolution of Sri Lankan kingdoms
 - Our Kings- Anuradhapura Era
 - Sri Lankan Culture: Core features
 - Symbols of Identity: National flag, national anthem, state symbol, national tree and national flower
 - Folk arts

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Authentic texts: Newspapers, advertisements, invitations
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides
- Maps
- Observations and experiments
- Sri Lankan arts

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)
- Project reports and term assignments

Resources

- Sinhala Language Textbook (2017), Stage 7, Perth Sinhala School, Australia
- Sinhala Reading Book (2016), Grade 7, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 8, Educational Publications Department, Sri Lanka

Level Eight

Expected Learning Outcomes:

1. Listening and Responding

- Indicate response appropriately while listening
 - Provide back-channelling to confirm comprehension and encourage speaker
 - Seek clarification and elaboration
- Compare and contrast information
- Categorise and classify details
- Distinguish between cause and effects
- Listens and transfers information from one form to other forms
- Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Sinhala or English
- Appreciate various forms of representations (such as role- playing, poetry, songs, stories, films, tele-dramas through a variety of responses)
- Make predictions (about subsequent action or activity) on texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)
- Make inferences (about purpose, intention, theme/ message) from the texts by using:
 - Prior knowledge (e.g., knowledge of the topic or familiar concepts)
 - Phonological cues (e.g., pace, volume, tone, stress, rhythm)
 - Contextual clues (e.g., topic, participants, setting, visuals)

2. Speaking and Responding

- Speak with accurate pronunciation and appropriate intonation
- Identify the purpose and audience of speaking and representing, and set goals in the context of assigned or self-selected topics
- Participate in class discussions
- Make predictions on what may happen prior to and after a given situation
- Compare and contrast different objects, characters, places
- Make predictions in a story/scenario and ask appropriate questions
- Retell experiences or past events
- Use effective introductions and conclusions when making presentations
- Justify reasons when forming arguments
- Critique some given aspects with valid reasoning
- Debate on given topics with proposing and opposing views

3. Reading, Viewing and Responding

- Diagnose letter-diacritic-sound relationships, prenasalised consonants, aspirated & unaspirated letters
- Construct meaning from visual texts (e.g., pictures, diagrams, maps)
- Gather information from various sources (e.g, written and visual texts)
- Compare and contrast information gathered from various sources
- Identify themes as big ideas in stories/ poems/songs
- Recognize differences between spoken and written language
- Find how ideas can be expressed using idioms
- Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Sinhala or English
- Extract and reorganise information and ideas from one text type to another
- Analyse organisational patterns in a text:
 - list/ sequence of ideas/ events
 - comparison-contrast
 - cause-effect
 - problem-solution
- Draw conclusions from:
 - the gist/ main idea and key details
 - prior knowledge
 - contextual clues
- Make some generalisations (such as the moral of a story) by:
 - identifying the gist/ main idea and key details
 - identifying general patterns from more than one source

4. Writing

- Write words with prenasalised consonants, aspirated words and non-aspirated words, extended consonants
- Review, revise, proofread and edit to improve writing and representation
- Tabulate information based on given features/classifications
- Write sentences grammatically by matching verbs with subjects
- Convert sentences from spoken language to written language
- Analyse information given in pictures and compare with other sources of information
- Use idioms and word pairs in writing Narrate situations, express feelings and convey points of view about the world and/ or fictional worlds
- Persuasive writing with evidence to support points stated
- Write personal letters, business letters, invitations, bio-data, faxes, e-mails, newspaper articles, brochures, leaflets
- Critical analysis of given texts

5. Cultural Understanding

- Critically evaluate different aspects of culture and customs
- Identify how arts and traditions have changed over the time
- Sing different types of songs and recognize meanings of them
- Relish stories relating to Sri Lankan folklore and legends
- Play Sri Lankan drums and other musical instruments to present Sinhala songs
- Act dramatically for Sri Lankan stories
- Present folk dances and traditional Kandyan/Low Country dances
- Appreciate folk art and crafts
- Demonstrate intercultural awareness and making comparisons

Contents:

- Important features of Mixed Sinhala alphabet (Mixed Sinhalese Alphabet): Diacritics, Prenasalised Consonants, Aspirated letters and unaspirated letters, Consonant conjuncts
- Using prepositions
- Different tenses (present, past and future) together with gender connections
- Homonyms, homophones, homonyms and homographs
- Appraising Sinhala language with its features
- Completion of bio-data with covering letters
- Writing notices/advertisements
- Writing faxes, emails
- Writing newspaper articles
- Preparing diary entries
- Preparing brochures/leaflets
- Writing critical essays
- Solutions for energy crisis
- Conserving the environment and related issues
- Tourism: Growth and issues
- Characteristics of ethical people
- Analysing poems/songs
- Analysing charts, graphs and tables
- Technological change and its impact
- The changing role of women in the workforce
- Balancing industrial development and conservation
- Work – past, present and future
- Our heritage
 - Customs: Weddings, funerals
 - Importance of different pohoya
 - Katina Ceremony
 - Kandy Perhara (Kandy procession)
 - Modern and traditional arts
 - Revival of traditional dance and music: Reasons and impact
 - Comparing Sri Lankan cultural features with cultures of identified countries including Australia

Teaching Aids and Thematic Devices

- Worksheets
- Photographs
- Authentic texts: Newspapers, advertisements, invitations, brochures, leaflets
- Related actual objects/models
- Videos
- Audio Cassettes
- PowerPoint slides
- Maps
- Observations and experiments
- Sri Lankan arts
- Films and tele-dramas
- Recipes and menus

Assessments

- Two term tests (mid-year and end of academic year)- Summative assessment
- Annual competitions (handwriting, oratory and singing contests)- Summative assessment
- Assessment of regular homework- Formative Assessment
- Continuous assessments based on daily class work and interactions (e.g. discussions, verbal questioning and responding)
- Project reports and term assignments

Resources

- Sinhala Language Textbook (2017), Stage 8, Perth Sinhala School, Australia
- Sinhala Reading Book (2016), Grade 8, Educational Publications Department, Sri Lanka
- Sinhala Reading Book (2016), Grade 9, Educational Publications Department, Sri Lanka