

# Hebrew Program @ BJE (K-7)

Students learn Hebrew through authentic, meaningful experiences that draw on everyday themes such as family, school life, food, celebrations and hobbies. These themes are revisited and expanded across year levels to strengthen confidence, comprehension and communication.

## Early Stage 1 (Kindy)

A gentle introduction to Hebrew through stories, songs, movement and rich visual experiences.

<i><b>What Students Can Do</b></i>	<i><b>Vocabulary Focus</b></i>	<i><b>Reading / Writing Focus</b></i>	<i><b>Sample Language</b></i>
Greet others; share their name; follow simple instructions; recognise repeated words in songs and stories.	Greetings; family members; numbers 1-10; feelings; colours; everyday objects.	Introduction to all 22 letters and correlating sounds; tracks print right-to-left; matches letters to pictures; joins repeated lines in songs and stories; sensory experiences to trace/form Hebrew letters.	____ שלום, אני זה אני. תודה. ____ יש לי.

## Stage 1 (Years 1-2)

Building confidence using Hebrew to communicate about familiar people, places and experiences.

<i><b>What Students Can Do</b></i>	<i><b>Vocabulary Focus</b></i>	<i><b>Reading / Writing Focus</b></i>	<i><b>Sample Language</b></i>
Express likes and preferences; understand short, repetitive texts; describe familiar items; write simple labelled sentences.	Food; home items; colours; weather; simple descriptive vocabulary.	Reads letters and familiar words; connects letters to sounds; Introduction of the 5 basic vowel signs (וְ, וּ, וֹ, וֵ, וֶ), begins blending sounds, reads short phrases; begins writing words, progressing to simple sentences.	אני אוהב פיצה. יש לי כלב. זה הבית שלי. היום חם מאוד.

## Stage 2 (Years 3–4)

Using Hebrew with growing independence to describe routines, interests and simple experiences.

<i>What Students Can Do</i>	<i>Vocabulary Focus</i>	<i>Reading / Writing Focus</i>	<i>Sample Language</i>
Describe routines; talk about interests; read short texts; create labelled work and simple descriptions.	Daily routines; community places; hobbies; basic adjectives; everyday actions.	Reads familiar words and short phrases; begins blending sounds; reads repeated sentence patterns; reads short stories with strong visual support; uses final letters correctly.	אני גר/ה בסידיני. אני הולך/ת לבית הספר באוטובוס. בפארק אני משחק/ת בדורגל. הספר על השולחן.

## Stage 3 (Years 5–6)

Communicating ideas clearly and connecting language with cultural understanding.

<i>What Students Can Do</i>	<i>Vocabulary Focus</i>	<i>Reading / Writing Focus</i>	<i>Sample Language</i>
Share opinions with reasons; participate in short conversations; understand short supported texts; write functional sentences and short paragraphs.	Opinions; travel and places; cultural vocabulary; extended verb forms in supported contexts.	Reads short paragraphs and simple narratives; understands the main idea in short texts; reads functional texts such as signs, menus and messages; writes clear sentences with correct final letters and spacing.	לפי דעתי, תל אביב מעניינת בישראל. אתמול הלכתי לפארק ושיחקתי בדורגל. מחר אני אפגוש חברים שלי.

## Year 7 (Stage 4 Entry)

Preparing for Stage 4 through meaningful and practical communication.

<i>What Students Can Do</i>	<i>Vocabulary Focus</i>	<i>Reading / Writing Focus</i>	<i>Sample Language</i>
Introduce themselves in detail; discuss hobbies and routines; read simple conversations and signs; write short descriptive paragraphs.	Friends; school life; sports; food; functional everyday language.	Reads profiles, conversations, schedules and messages; understands main ideas in short familiar texts; writes short descriptive paragraphs using familiar structures and vocabulary.	אני תלמיד/ה בביתה ז' ...אני גר/ה ב... ויש לי אני אוהב/ת לשחק ספורט ולפגוש חברים.