



Western Australian Curriculum

Western Australian Aboriginal Languages: Wajarri (Language Revival) | P–10

Scope and Sequence

This document has been prepared by Lois Spehn-Jackson. It is based on the Scope and Sequence Template for Western Australian Aboriginal Languages: Aboriginal Language (Language Revival) P-10). This model is yet to be validated by teacher feedback or ratified by SCSA.

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Western Australian Aboriginal Languages: Wajarri (Language Revival) – Scope and Sequence P–10

Communicating

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Socialising	Interact with peers, the teaching team and visiting Wajarri Elders and community members, using familiar language and gestures to greet and farewell; for example, <i>Nyinda/Nhurra barndi?</i> ; <i>Guwa Miss/Mr Jones.</i> ; <i>Urda/Urdaba ...</i>	Interact with peers, the teaching team and visiting Wajarri Elders and community members to exchange greetings using familiar modelled language and gestures to talk about self and family; for example, <i>Nyinda/Nhurra barndi mayu?</i> <i>Guwa Miss/Mr ... nyinda barndi?</i> ; <i>Guwa/Waji.</i> ; <i>Nhaa nyindangu ini?</i> ; <i>Nganajungu ini (...)/Iniju (...).</i> <i>Urda/Urdaba.</i> Use protocols and respect terms with Wajarri Elders and community members; for example, <i>Nyinda/Nhurra barndi gantharri/maraji?</i> <i>Guwa/Waji ... nyinda barndi?</i> <i>Urda/Urdaba gantharri/maraji.</i>	Interact with peers, the teaching team and visiting Wajarri Elders and community members using simple modelled language with gestures to participate in exchanges about self and family; for example, <i>Nyinda/Nhurra barndi?</i> <i>Guwa/Waji, nyinda? Nhaa nyindangu ini? Iniju ... or Nganajungu ini ... Ngana nyindangu yagu, mama? Yaguju.</i> ; <i>Mamaju ... or Nganajungu yagu ini ...,</i> <i>nganajungu mama ini ...</i> <i>Tharaga nyindangu ngurra? Nganajungu ngurra Jambinula. Urda/Urdaba.</i> Use protocols and respect terms with Wajarri Elders and community members; for example, <i>Nyinda/Nhurra barndi gami/ganggu? Barndi mungal.</i> ; <i>Guwa/Waji ...nyinda barndi?</i> ; <i>Urda gami/ganggu.</i>	Interact with peers, the teaching team and visiting Wajarri Elders and community members using simple modelled language with gestures to participate in exchanges about friends and family members; for example, <i>Ngana nyindangu yalyba/yungatha?</i> ; <i>Nganajungu yalyba/yungatha ...;</i> <i>Ngatha gudiya buwa, gudiya jurda.</i> ; <i>Guwardi tharaga nyinda nyinangaya?</i> ; <i>Ngatha nyinangaya Maluwala.</i> Participate in routine exchanges, such as asking each other how they are, for example, <i>Nyinda/Nhurra/Nhubali barndi buwa/jurda?</i> ; <i>Guwa/Waji, ngatha barndi/biga/malardi.</i> ; <i>Nyinda barndi buwa?</i>	Interact and socialise with peers, the teaching team and visiting Wajarri Elders and community members using simple modelled language with gestures to exchange information about aspects of their personal worlds, including experiences at school and home, everyday routines, interests and activities in face-to-face conversations; for example, <i>Barndi babinyu, nhaa nyinda yalimanha?</i> ; <i>Urda nyinda badjiburlagi yanaya?</i> or in phone conversations; for example, <i>Barndi babinyu, tharaga nyinda?</i> ; <i>Nhaa nyinda yalimanha? Nhaawu guwardi, garla, murdi?</i> ; <i>Nyinda julgara guwardi yanma buujuugi/dawunagi?</i> ; <i>Guwa barndi babinyu, ngatha duwanda. Ngatha TVlagi nganganha. Guwardi garla! Waji/Guwa.</i>	Initiate interactions with peers and teacher using Wajarri language to share information and join in face-to-face conversations about aspects of their personal worlds, interests and activities; for example, <i>Nyinda barndi babinyu?</i> ; <i>Tharaga nyinda nyinangaya?</i> ; <i>Nhaa nyinda julgarayi yaliman?</i> ; <i>Guwa barndi babinyu. Ngatha nyinangaya Jambinula. Ngatha julgara biyamamha budbala, warany bawunmanha banha jun.gurrmanmanha/gurramanmanha. Nyinda?</i>	Initiate interactions with others using Wajarri language to relate experiences, express feelings, opinions and personal preferences, and hand signs as appropriate; for example, in face-to-face conversations, <i>Nyinda barndi?</i> ; <i>Thaarnu nyinda nyinamanha?</i> ; <i>Guyu warrbanyuwa, malardi, banha gurniny, banha nyarun, yurrun?</i> ; <i>Ngatha gurniny/malardi.</i> ; <i>Nhaawu?</i> ; <i>Ngatha biyanha yan.garda badjiburl, munga-mungayi. Guwardi nganajungu gulyba wajamala, banha ngatha nyubaya. Urda nhaa nyinda yaliya?</i> ; <i>Wajiba!/Wajima!</i>
	Participate in simple word games, such as <i>Nhaa nhanha</i> (Stepping stones game); <i>Nhaa nhanhagula?</i> (What's in the bag?) and action songs with lots of repetition and visual support, such as <i>Barndi mayu, barndi mayu</i> (Greeting song); <i>Maga, biriji, burru, jina; guru, gurlga, irra mulya</i> (Head, shoulders, knees and toes)	Participate in simple word games, such as touch challenge, bean bags and hoops, bingo with playing cards, <i>Nhaa nhanhagula</i> (What's in the bag?) and action songs with lots of repetition and visual support, such as <i>Barndi mayu, barndi mayu</i> (Greeting song), and <i>Tharaga marlu, tharaga yalibirri</i> (Where is kangaroo/emu etc?)	Participate in shared tasks and activities that involve following instructions, such as <i>yanma gutharrigi, yaliman, balumanha, manma bibarlu, walgajun, gardabayin yanda, wirru- wirrula/garriji thubarn, gardabayin, manma yalyba binjulu/bibarlu, gurdu-gurdun.</i> Make things and cooperate with peers; for example, collecting natural materials with	Participate in individual and collaborative activities that involve following instructions, asking questions and making statements, and requesting help and permission; for example, <i>Nhaa nhanha/banha?</i> ; <i>Waji.</i> ; <i>Guwa.</i> ; <i>Banha barndi walgajunmanha! Nhaa ...? Tharaga ...? Ngana ...?</i> Demonstrate awareness of culturally appropriate traditions when interacting	Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions, such as creating a sand, paper or water display, or conducting a role play, dance, puppet play or craft activity; for example, <i>Tharaga barna, baba, marda? Thunmala nhanhalagi?</i> ; <i>Nhanha barndi yaliman?</i>	Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions, such as creating a display or conducting a role play, cooking or craft activity or seasonal festivities	Engage in collaborative tasks that involve solving problems and sharing decisions, such as organising displays, planning outings, conducting role play or dance, or working with and listening to Wajarri Elders and community members engage with artefacts, works of art, texts and performance; for example, collaborating and working with Elders on

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Wajarri Elders and community members on an incursion/excursion, sorting materials, listening to instructions and information	with Elders or community members	Demonstrate awareness of culturally appropriate traditions when interacting with Elders or community members		NAIDOC activities, collecting bush tucker and cooking Encourage cultural leaders/cultural language leaders to take a leadership role when engaging in collaborative tasks
	Respond to simple instructions, such as <i>yanayi, nyina, garri, yalyba garriji, jirndi-jirndi/birndu</i> , with modelled language and gestures	Respond to simple instructions, such as <i>yanma gutharrigi, garriji thubarn, yanayi, nyina, garri, balumanha!</i> , with modelled language and gestures	Participate in modelled conversations and interactions that involve active listening, showing interest, asking questions and contributing ideas and information; for example, <i>Nhaa nhanha/banha?</i> ; <i>Guwa.; Waji.; Nhaa ...?;</i> <i>Tharaga ...?;</i> <i>Ngana ...?</i>	Participate in everyday class activities and routines, such as: <ul style="list-style-type: none"> following instructions and responding to questions and requests: for example, <i>guwa; guwa, waji; jirndi wangga, majan, mirnun ngathanha</i> asking for help; for example, <i>Nhaa nhanha/banha? Wayi miyarnugurru.; Mala wangga Miss/Mr ...;</i> <i>Thaarnu wanggaya Wajarri ...</i> 	Participate in classroom interactions using rehearsed phrases and sentences to initiate and respond to Wajarri used in familiar classroom routines, such as requesting a drink, leaving the classroom or borrowing an item; for example, <i>Ngatha babawu ngarnagu.; Ngatha ngarnagu.; Ngatha gumbujayigu Miss/Mr?;</i> <i>Guwardi yanma nhanhalathanu?;</i> <i>Warrba/Waba binjulu/walgajungurany manma?</i>	Use Wajarri to interact and collaborate in games, role play, conversation, surveys, sequencing pictures, matching text to pictures; for example, <i>Tharaga ...? Yanayi ... Thunma warrbagi/wabagi. Ngana bardu?;</i> <i>Warrba/Waba ...?;</i> and using hand signs as appropriate	Recognise and use Wajarri to interact in all classroom activities and use rehearsed fillers in everyday conversations; for example, <i>barndi nyarlu, barndi yurla, jala-jala, yurnanggu, barndimanmanha, nyinda magabarndi, balumanha, banha bintha, wayi nhanga, wayi garlbayin, balayi</i>
Informing	Discover and identify key information by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written Wajarri Listen to stories from Wajarri Elders and use sand and water play to show understanding; sort natural objects, such as grass, rocks and leaves, to demonstrate knowledge of hard, soft, rough and smooth	Identify key information by exploring Wajarri Country/Place, listening to stories from Wajarri Elders and community members, discovering natural objects, animal tracks, animals of the day/night, bird nests, bush foods, weather and Wajarri seasons; convey understanding by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written Wajarri	Locate key words and information in simple spoken and written sources from Country/Place, such as songs and stories, charts, lists, maps and photos, under the guidance of Wajarri Elders and community members; share knowledge from incursions and excursions of places in the local area with Wajarri names, and learn to read Country/Place, such as signs of animal tracks, fresh plant growth, fresh diggings, bird nests, water holes, charts, lists, maps and photographs	Gather, label, order and classify information from a range of simple spoken and written sources from Country/Place; for example, natural objects, animals and plants, and environment, such as river habitat, bush habitat, sea habitat; classify items or objects by cultural categories, such as Wajarri bush foods, Wajarri bush medicine, hunting tools and weapons, gathering tools and artefacts	Locate specific points of information from a range of spoken and written sources, including historical documents, to complete given tasks; for example, identify and map Wajarri Country/Place on paper, sand, mud, card or PowerPoint and label features with simple statements about their location in relation to other places using terms such as <i>wanmala/birdungu</i> (east/north-east), <i>wilunyu</i> west), <i>minangu</i> (south), <i>yaburdu/yaburru</i> (north), <i>gula-gulayimanha</i> (close to, near, getting closer, nearer), <i>ngabarr</i> (far away),	Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts from Wajarri Country/Place, historical documents and contemporary resources, such as conducting a survey and comparing families' healthy ways of eating in the past to the present day	Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts associated with Wajarri Country/Place, such as places of significance to the Wajarri community; research origins and meanings of Wajarri words used for locations such as <i>Jambinu</i> (Champion Bay), <i>Munyimiya, Maluwa, Manymany</i> (name of the bottom shed on Wooleen Station), <i>Balinyu, Byro, Burun.garra</i> (Mt Augustus), <i>Gulumburr, Pia Wadjari, Yulga Jinna, Irratha</i> (mouth of a river), <i>Balbaru, Barndiyarra</i> (Lake Wooleen),

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					<i>tharragalu/tharagalu</i> (this way/that way), <i>gardantha/garlanda</i> (ahead/in front), <i>marlagardi</i> (behind); identify suitable areas for fishing, hunting, crabbing, collecting bush foods or medicine		<i>Irriyanggu</i> (Woolgorong Rock); include compass directions, description, mapping, Dreaming stories
	Use simple statements (sentence patterns), drawings, photos, labels, songs or gestures to describe family, animals, sand, water, mud play	Convey factual information about family, friends, Country/Place and community using pictures, labels, captions, familiar words and simple statements on class murals, tactile displays, pictorial displays	Give factual information about their personal worlds, Country/Place and community using simple statements, modelled language and descriptions, captioned drawings and photos to make class big books, timelines, story maps	Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language related to the environment, animals, weather, day and night, the sea, seasons, food, artefacts; for example, <i>marlba</i> (up), <i>ngardiyarra</i> (down), <i>bala</i> (over there), <i>buuju</i> (sea), <i>yaba</i> (bush), <i>barna</i> (desert), <i>garlgu</i> (dry country), <i>wilu</i> (beach/sea), <i>yalga</i> (flat), <i>wila</i> (river/creek)	Convey factual information on specific topics using formats such as oral or digital presentations, displays, story maps, mind maps, diagrams, timelines, posters; for example, informational text on plants for food or medicine, animals, bird, fish, life cycles, food chains, naming country with directions, Dreaming stories	Gather and convey information and ideas in different formats from a range of written, spoken, digital and multimodal texts associated with Wajarri Country/Place, such as the Wajarri seasons – <i>Ngarlbugala</i> and <i>Jandangga</i> – including foods available and eaten by Wajarri people during the seasons, and community and daily life, foods and lifestyle; present as songs, dances, sand drawings, charts, posters, Dreaming stories, signs, games; record and present surveys in the form of charts, posters, graph, timeline or digital format with collated information	Gather, compare and convey information and supporting details on specific topics using formats such as oral or digital presentations, displays, story maps, mind maps, diagrams, timelines, posters; for example, informational text on plants for food or medicine, animals, birds, fish, life cycles, food chains, naming country with directions, Dreaming stories
Creating	Engage by listening to and viewing stories and songs and responding through singing, miming, puppets, drawing, movement, gestures, hand signs	Participate in listening to and viewing a range of texts and responding through role play, puppets, reciting and miming, joining in shared reading with teacher and others, and predicting meaning in written text by looking at pictures or making gestures	Participate in listening to, viewing and reading a range of short real and imaginative texts and demonstrate understanding through the retelling or description of elements of images, performance or stories; for example: <ul style="list-style-type: none"> participating in scribed and shared writing identifying key Wajarri symbols or movements in art and dance, such as 	Listen to, read and view different real and imaginative texts in Wajarri such as historical texts, stories, photos, images and art works, identifying and making statements about key elements, characters and events; for example: <ul style="list-style-type: none"> locating, recording and interpreting key words and phrases, and locating key points of information reconstructing familiar sentences, unjumbling 	Participate in and respond to a range of real and imaginative texts in Wajarri, interpreting cultural expressions and behaviours; for example: <ul style="list-style-type: none"> identifying key features in Wajarri art, dance, Country identifying the main purpose of written text, using picture clues, surrounding key words scanning a text to find key information 	Share responses to characters, events and ideas in real and imaginative texts and make connections with their own experience and feelings; for example: <ul style="list-style-type: none"> joining in shared writing to extend sentence patterns, familiar sentences planning a writing draft and sharing the draft, edit, final copy locating, recording and interpreting key words and 	Share and compare responses to characters, events and ideas and identify cultural elements in a range of Wajarri texts; for example: <ul style="list-style-type: none"> demonstrating understanding of stories, songs, visual design and performance through map sites, landforms, features of a travelling story, songline planning a writing draft and sharing a draft, edit, final copy

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			animals, birds, tracks and water holes	sentences, completing cloze exercises <ul style="list-style-type: none"> joining in shared reading and identifying key words 		phrases, and locating key points of information <ul style="list-style-type: none"> identifying key features in Wajarri art, dance, Country writing simple modelled statements to describe main characters, events, environment, people 	
	Participate in the shared performance of songs or rhymes, such as miming, role playing Wajarri animals, puppets, gestures and actions, using familiar words and patterns, repeating or imitating sounds and key words	Participate in the shared performance of songs or rhymes, playing with sound patterns and the presentation of sentence patterns using verbal and non-verbal forms of expression; for example, making a shared big book, storyboard or sequence of pictures with captions	Create and present shared stories, songs and performances using familiar words, patterns and support materials; for example, creating own songs, raps, skits, dances, paintings and visual designs appropriate to Wajarri Country	Create and present short real or imaginative texts that use familiar expressions and modelled language; for example, writing own short texts using familiar patterns in stories, songs and skits, including non-verbal elements such as gesture and facial and vocal expression	Create or reinterpret, present or perform real or imaginative texts for a particular audience, using familiar expressions, simple statements and modelled language; for example, <ul style="list-style-type: none"> presenting information that relates to Wajarri culture, environment and people, using short sentence structures and familiar vocabulary presenting forms appropriate to younger audiences, such as puppet plays, cartoons, video clips, animation, audio big books 	Create and perform short imaginative texts that allow for exploration and enjoyment of Wajarri language and cultural expression and performance; for example, presenting own text, works of art or dance to tell a story using visual props and symbols appropriate for Wajarri culture and language	Create or reinterpret, present or perform alternative versions of imaginative texts for a range of audiences, adapting stimulus, theme, characters and places; for example, presenting own text or works of art to tell a story or stories, oral texts, photo stories, ebooks, dance, visual design, drawings on soft and hard surfaces
Translating	Share familiar Wajarri words, sounds and gestures with others	Share simple Wajarri expressions, greetings, farewells, sounds and gestures with others; name familiar objects in Wajarri using wall charts, visual dictionaries and pictures	Identify elements of Wajarri that are similar to English, such as the alphabet and some sounds, using an alphabet chart and visual dictionary	Translate short, simple texts, such as captions, word lists, labels and song verses	Translate words, phrases and expressions in simple, familiar texts, such as labels or captions, using visual, print or online dictionaries, word lists and pictures	Translate simple, familiar texts from Wajarri to English and vice versa, noticing which Wajarri words or phrases require interpretation or explanation, such as Wajarri culture-specific concepts and expressions which do not translate easily into English, using visual, print or online dictionaries, word lists and pictures	Translate and interpret simple texts, identifying Wajarri actions, words and phrases that do not readily translate into English and expanding descriptions or giving examples where necessary to assist meaning; for example, <i>magamarnu</i> (hat/umbrella), <i>jinamarnu</i> (shoes), <i>mulyamarnu</i> (handkerchief), <i>birrimarnu</i> (nail polish), <i>gurumarnu</i> (glasses), <i>maramarnu</i> (gloves), <i>ngarrgamarnu</i> (stethoscope/chest thing)

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	Co-create simple bilingual texts for the classroom, such as captions, labels and wall charts	Co-create simple bilingual texts for the classroom, such as captions, labels and wall charts	Co-create simple bilingual texts for the classroom, such as captions, labels and wall charts; for example, write captions on a display about an incursion or excursion to show family or community	Co-create and perform simple bilingual texts, such as songs for the class and the community	Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories	Create bilingual texts for the classroom and the school community, such as brochures, posters, invitations to inform others about upcoming events	Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, and names for classrooms, teaching areas, library, play areas and office
Identity	Identify self in relation to own family, class or peer group in an illustrated family diagram/chart	Identify similarities and differences between Wajarri and English in music, dance, stories and flags	Recognise the relationship between language, Place and family as contributing to their own identity	Identify markers of identity across cultures and recognise the importance of language, Country/Place and culture to the Wajarri people; for example, designing a Wajarri flag, or a diorama or hands-on display reflecting important elements of the Wajarri language and community	Identify kin links by working with Wajarri Elders to map community-wide links between families	Reflect on own upbringing and experiences and consider how these impact on attitudes, family and community responsibilities	Identify shared cultural identity in sporting groups versus distinctions between coastal and inland communities – such as Nhanda, Malgana and Wangatha communities – using, for example, charts, flow charts or Venn diagrams
Reflecting	Begin to notice how Wajarri sounds different when speaking, singing a song or hearing it spoken by others	Notice ways of speaking in Wajarri that appear different to English and how voice, behaviour and body language may change when speaking	Notice that people use language that reflects their culture, such as where and how they live, and what is important to them	Notice how respect is shown to Wajarri Elders in the community at all levels	Reflect on markers of identity and recognise the importance of language, Country/Place and culture to the identity of Wajarri peoples	Compare ways of communicating in English and Wajarri-speaking contexts, and identify ways that culture influences language use	Notice aspects of communication and cultural expression reflected in language stories, songs, art, dance or audio and visual media; reflect on and compare individual responses to these elements

Understanding

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Systems of language	<p>Recognise and experiment with the different sounds of Wajarri, including:</p> <ul style="list-style-type: none"> vowels: sounds are consistently the same <ul style="list-style-type: none"> <i>a</i> – as in but <i>aa</i> – as in father <i>i</i> – as in hit <i>ii</i> – as in ski <i>u</i> – as in put <i>uu</i> – as in fool <p>Recognise the spelling and writing of Wajarri words through sound charts and visual alphabet charts</p>	<p>Recognise and learn the different sounds of the Wajarri language and link these to written symbols on Wajarri sound charts</p> <p>Recognise that some sounds in English are not in Wajarri, and practise:</p> <ul style="list-style-type: none"> long and short vowels; for example, <i>maga, bagaa, jina, gijjiiny, marlu, buuju</i> consonants/digraphs: soft and hard sounds <i>b, d, g, j, l, lh, ly, m, n, ng, nh, ny, r, rd, rl, rn, rr, th, w, y</i> producing sounds blowing a paper or feather sound rhymes with actions <p>Become aware that some sounds/symbols are not the same as in English, such as <i>e, ee, o, oo, s, x, z, ch, sh, wh</i></p>	<p>Reproduce the sounds and rhythms of spoken Wajarri, understanding that although Wajarri and English use the same alphabet, there are different sounds in Wajarri, and link these to written symbols; for example:</p> <ul style="list-style-type: none"> vowels: <i>a, aa, i, ii, u, uu</i> sounds are consistently the same consonants: soft and hard sounds <ul style="list-style-type: none"> practise producing sounds, blowing paper or feather, feeling air near lips, up and down tongue motions, feel throat vibrating unfamiliar digraphs, such as <ul style="list-style-type: none"> <i>-lh</i> – as in health <i>-ly</i> – as in million <i>ng</i> – as in sing <i>nh</i> – as in anthem <i>ny</i> – as in onion <i>th</i> – as in width 	<p>Identify and explain Wajarri letters, sounds, syllables and spelling rules</p> <p>Experiment with the pronunciation of short and long single vowels and syllables, including:</p> <ul style="list-style-type: none"> long and short vowels; for example, <i>buju, buuju, ruudu, mama, thaagi, jina, jibu</i> consonants, becoming aware of any rules for consonants, such as <ul style="list-style-type: none"> <i>-rr</i> and <i>-rd/d</i>, as in <i>warrbi, wadbi, jirri-jirri, jindi-jindi</i> <i>th</i> and <i>d</i> as in <i>dunggurru, thunggurru</i> <p>Notice onomatopoeia – words formed from a sound associated with what is named; for example, <i>jindi-jindi, gagu, bagun-bagun</i> (birds), <i>wiri-wiri</i> (reptiles), <i>muduga, barndaly-barndaly</i> (car, motorbike), <i>dumbulhman, yayiliri</i> (thumping sound, wailing), <i>jirndi, nyaan-nyaan</i> (softly, quiet, whisper)</p> <p>Practise sounding syllables using actions and rhymes; for example:</p> <ul style="list-style-type: none"> <i>ma ma marlu</i> (x2) <i>marlu majanmanha</i> (x2) 	<p>Experiment with the pronunciation of vowel sounds, word endings and intonation patterns</p> <p>Practise reading familiar and new words out aloud and notice which speech organs are being used to produce sounds, such as lips, tongue and voice box; for example:</p> <ul style="list-style-type: none"> practise the retroflex sounds, feel tongue <ul style="list-style-type: none"> <i>-rd-</i> like saying <i>d</i> with tip of tongue turned back <i>-rl-</i> like saying <i>l</i> with tip of tongue turned back <i>-rn-</i> like saying <i>n</i> with tip of tongue turned back <i>r-</i> like saying ‘carol’ continue to practise sounding syllables classify words into syllable groups; for example, one, two, three, three+ syllables; for example: <ul style="list-style-type: none"> two syllables <ul style="list-style-type: none"> <i>ji na</i> <i>ma rda</i> <i>buu ju</i> 	<p>Experiment with intonation patterns and notice variations in pronunciation of different speakers; discuss Wajarri dialects and historical pronunciations, such as Northern dialect (Nharnu/Birdungu), Eastern dialect, (Wanmala/Birdungu), Byro dialect, Western dialect (Wilunyu), Southern dialect (Minangu)</p>	<p>Distinguish and produce the speech sounds of Wajarri and understand how these are represented in writing, such as by using capital letters, full stops, question marks, exclamation marks, commas and quotation marks</p>
		<p>Notice and use some different word types, with extensive visual support, and begin to understand their purpose, including:</p> <ul style="list-style-type: none"> becoming aware of common nouns; for 	<p>Recognise the function of different word types, with extensive support, and understand basic elements of language structures, including:</p>	<p>Identify key features of sentence patterns with extensive support and understand basic elements of language structures, including:</p>	<p>Expand vocabulary in Wajarri, with extensive support, through word-formation processes, and recognise and use simple language structures, including:</p>	<p>Expand vocabulary in Wajarri, with some support, through word-formation processes, and recognise and use simple language structures, including:</p>	<p>Expand vocabulary in Wajarri, with some support, through word-formation processes, and recognise and use simple language structures, including:</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>example, family members and animals – <i>mama, yagu, gami, gantharri, buwa, jurdu, jinjamarda, marlu yalibirri, gunduwa, guwiyarl, duthu</i> (father, mother, grandfather or grandchild, grandmother or grandchild, younger brother, sister or female cousin, young, as in young brother or sister, kangaroo, echidna, goanna, dog)</p> <ul style="list-style-type: none"> noticing common pronouns to identify people; for example, <i>ngatha, nyinda</i> repeating greeting – <i>Nyinda barndi?</i> (How are you?) repeating farewell – <i>Urda/Urdaba</i> (Later/See you later) responding to non-verbal commands or instructions, with gestures – <i>nyina, nhanga, yanayi, buju</i> (sit down, look, come here, stop) 	<ul style="list-style-type: none"> noticing and using nouns for self, family, animals, day/night; for example, <i>maga, gurlga, guru, mulya, irra, mara (hand), jina, mama, yagu, gami, gantharri, buwa, jurdu, jinjamarda, marlu yalibirri, gunduwa, guwiyarl, duthu, gagu, wadbi, thuri, munga</i> (head, ear, eye, face, mouth, hand, foot, father, mother, grandfather or grandchild, younger brother, sister or female cousin, young, as in young brother or sister, kangaroo, emu, echidna, goanna, dog, raven, fish, day, night) responding to non-verbal and verbal commands or instructions, with gestures; for example, <i>garriji thubarn, yalyba garriji, yanma gutharragi, gurdu-gurdun</i> (line up, make a circle, get into pairs, pack up) noticing and using common singular pronouns for people, animals and things; for example, <i>ngatha, balu, nyinda</i> (I, he/she/it, you) noticing common plural pronouns, such as <i>nganhu</i> (inclusive), <i>nganju nganhu</i> (exclusive), <i>thana</i> (we, they) noticing possessive pronouns <i>nganajungu, nyindangu</i> (your, my) noticing use of interrogative pronouns, 	<ul style="list-style-type: none"> noticing and using nouns for content, such as day/night, birds, weather, water and its uses; for example, <i>thuri, munga, gagi, gagu, jindi-jindi, yalibirri, ngurlarl/warida, widura, jagurda, garangu, mandarda, ilgari, bundara, wilara, baba, wajanmanha, ngarnmanha</i> (day/night, birds, weather, water and its uses) using common singular and plural personal pronouns for people and animals; for example, <i>ngatha, balu, balu garrimanha, nyinda, thana, thana wanggamnaha</i> (I, he/she/it, you, you two, they) understanding demonstrative pronouns, such as this, that; for example, <i>nhanha, nhanha marlu, banha, banha yarnda marlu!</i> (this, this kangaroo, that, that large kangaroo!) understanding the use of possessive pronouns; for example, <i>nyindangu</i> (your) as in <i>Nhaa nyindangu ini?</i> (What's your name?); <i>nganajungu</i> (my), as in <i>Banha nganajungu duthu!</i> (That's my dog!) noticing and using interrogative pronouns and question words, such as <i>nhaa, tharaga, ngana</i> (what, where, who); for example, <i>Nhaa nyinda</i> 	<ul style="list-style-type: none"> noticing and using nouns in contexts such as the day/night activities of different birds and animals, different environments for animals and plants, animals and plants of current season, night sky and stars noticing the reduplication of nouns, double nouns, plurals; for example, <i>manga-manga, jindi-jindi, winthuly-winthuly, murdi baba</i> noticing the use of an affix/suffix to show plurality; for example, <i>mayunjarri</i> (people/relative to), <i>mardajarra, thardungajarra</i> (relative to environment), <i>gurdayarra, gamiyarra</i> (kin) understanding and using some common singular, plural, possessive and demonstrative pronouns understanding and building on the use of interrogative pronouns (question words), such as <i>nhaa, tharaga, ngana, nhaagalyu</i> (what, where, who, how many); for example, <i>Nhaa nyinda yalimanha?</i>; <i>Tharaga thana yanmanha?</i>; <i>Ngana duwagula majanmanha?</i>; <i>Nhaagalyu gagi nyinajimanha wirndangga?</i> understanding and using some inclusive, exclusive and dual pronouns such as <i>nhubali, nganhu, nganju;</i> 	<ul style="list-style-type: none"> noticing and using nouns in contexts such as naming the Country and compass directions; roles of family members; history and meaning of local NAIDOC celebrations and the Aboriginal flag; developing informational text about a plant such as where it grows, season, type of food or medicine; developing informational text on an animal, bird, or fish, such as life cycle and food chains developing an understanding of and using an affix/suffix to show plurality or habitat; for example, <i>gaginjarri, waranyjarri, buujujirri, wirndajirri</i> developing an understanding of the reduplication of nouns and double nouns; for example, <i>manga-manga, jindi-jindi, binja-binja, mindily-mindily, maga winja, murdi baba</i> understanding and using some common singular, plural, demonstrative and interrogative pronouns understanding and using some inclusive, exclusive and dual pronouns becoming aware of and building on the use of quality or state adjectives and feelings such as sad, happy, tired, hungry, thirsty; for example, <i>malardi, gurniny, julgara, nyarun, yurrun, biga</i> 	<ul style="list-style-type: none"> noticing and using nouns in contexts such as healthy bodies; mapping and description of local and regional areas; weather of different seasons, using westerlies, northerlies, easterlies, southerlies, sea breeze; Dreaming stories for key features of Country; night sky and stars; birds and their nests; life cycles; different types of goannas, lizards and kangaroos; informational text about a tool, such as how it is made, its uses, who makes and/or uses it (for example, <i>walarnu, wana, thaga</i> (boomerang, digging stick, coolamon)) understanding and using an affix/suffix to show plurality or habitat; for example, <i>-njarri, -jarra, -jirri</i> understanding and using reduplication of nouns and double nouns recognising the use of an affix/suffix to show possessive nominals; for example, <i>iniju, nyindangu</i> becoming aware of subject pronouns (nominative), such as <i>ngatha, balu, ngali, thana</i> (I, he, she, it, we, they) understanding and using some inclusive, exclusive and dual pronouns developing an understanding of singular possessive pronouns, such as <i>nganajungu,</i> 	<p>bodies (healthy lifestyle, effects of drugs and alcohol, sport and my body); people in our community; roles of extended family members; mapping local and regional areas; names for different parts of a fire; procedure for collecting, preparing, cooking (if required) local plants for food and medicine</p> <ul style="list-style-type: none"> building on the use of plural and possessive nominals extending use of common singular, plural, demonstrative and interrogative pronouns; developing an awareness of and understanding of singular possessive and subject pronouns extending the use of inclusive, exclusive and dual pronouns extending the use of common adjectives and adverbs or quantifiers, including those of quality and state building on the use of nominals such as <i>warrba/waba, guyu, nganda</i> developing an understanding of the use of conjunctions in context such as <i>banha, marlu banha, yamaji banha</i> (kangaroos and people); <i>nhanha, ngana</i> (this/here, who) extending the use of verbs in the present tense and

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>question words; for example, <i>nhaa, tharaga</i> (what, where)</p> <ul style="list-style-type: none"> noticing simple modelled questions and statements noticing common adjectives for size, such as <i>yarnda, jinjamarda</i> (big, little) noticing words for colour or numbers, such as <i>bilyini, wirri, barala, gudiya, gutharra, marn.gurr, yalyba</i> (red, black, green, one, two three, many) developing an understanding of common verbs in the present tense; for example, <i>yanmanha, biyamanha, garrimanha, nyinamanha</i> (moving, playing, standing, sitting) noticing use of common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>babangga, burlgagula, mudugala, Jambinula</i> (in the water, in/near the grass, in/near the car, near Geraldton) 	<p><i>ngarnmanha?</i>; <i>Tharaga nyinda yanmanha?</i>; <i>Ngana nyindangu yagu?</i></p> <ul style="list-style-type: none"> noticing inclusive, exclusive and dual pronouns; for example, <i>nhubali, nganhu, nganju</i> (dual, we inclusive, we exclusive) using simple modelled questions and statements noticing simple adjectives as opposite pairs; for example, <i>widara/jinjamarda, bagiyarra/bunthu, mundu/migal/imbilh, jambarn/manga-manga</i> (long/short, open/closed, full/hollow/empty, fast/slow) noticing simple adjectives; for example, <i>barndi, julgara</i> (good, glad/happy) extending knowledge of adjectives for size, colours, numbers noticing commonly used quantifiers; for example, <i>yalyba, barndi, manga-manga, jambarn</i> (lots, good, slowly, quickly) using simple action words in present tense; for example, <i>wanggamanha, yanmanha, ngarnmanha</i> (talking, walking, eating, drinking) developing an understanding of common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>babangga, burlgagula, wirndangga, manggangga,</i> 	<p>for example, <i>nhubali widarayimanha; nganhu buujuguwi yana; nganju dawunagi yanmanha</i></p> <ul style="list-style-type: none"> using simple, commonly used adjectives related to colours and numbers understanding and using commonly used quantifiers; for example, <i>yalyba, barndi, manga-manga, jambarn</i> (lots, good, slowly, fast) noticing enhancing qualifiers used with a verb; for example, <i>birndu/jirndi nyinamanha, jambarn yanmanha</i> developing an understanding of commonly used adverbs of time; for example, <i>mayamba/gugurl, guwardi, urda, ugarla</i> (always, now, later, long ago/before) becoming aware of the use of demonstrative pronouns as an adverb to indicate place, such as <i>nhanha</i> (this or here), <i>banha</i> (that, there); for example, <i>Nhanha nganajungu gami. Banha nganjungu muduga!</i> building on common verbs in the present tense, such as <i>bayanmanha, jun.gurrmanmanha/gurra manmanha, garrimanha</i> (digging, swimming, standing), including the dual use of <i>nyinamanha</i> becoming aware of the imperative (commands); 	<ul style="list-style-type: none"> understanding and using adverbs of time and place understanding and using verbs in the present tense and developing an increasing awareness of imperative and future tense developing an understanding of the future tense and the affix link to the two verb classes such as <i>jambarniya, bawula</i> developing an understanding of habitual continuous verb tense; for example, <i>ngali nyinangaya Jambinula, thana wanggangaya</i> noticing compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show doing something together (infix -<i>ji</i>), or to show standing together, becoming or getting (infix -<i>yi/wi</i>); for example, <i>-ji, garrijimanha, wanggajimanha; -yi/wi, barndiyimanha, birnduwimanha</i> (becoming healthier, becoming quieter) recognising and understanding common affixes/suffixes for direction, such as -<i>gi, -guwi, -lagi; -thanu, -lathanu</i> (to and from) noticing the use of common affixes/suffixes for purpose, with, having, such as -<i>gu, -wu, -nyuwa</i> 	<p><i>nyindangu, balungu</i> (my, your, his/her/its)</p> <ul style="list-style-type: none"> understanding and using common adjectives and quantifiers, including those of quality and state; for example, <i>ngardi widara, ngardi jinjamarda, ngardi garla, ngardi murdi</i> (longer, shorter, hotter, colder) using adverbs of time and place; for example, <i>mayamba/gugurl, guwardi, urda, ugarla</i> (always, now, later, long ago/before) developing an understanding of the nominal <i>warrba/waba</i> noticing the use of the nominals such as <i>nganda, marlba nganda, guyu wangga</i> (above somewhere, say something) understanding and using qualifiers used with a verb; for example, <i>wanggamanha manga-manga</i> developing an awareness of simple conjunctions such as <i>banha</i> in lists understanding and using the dual purpose of the verb sitting/sit which may also mean living/live developing an understanding of compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as -<i>ji</i> or <i>yi/wi</i>; for example, <i>nyinajimanha,</i> 	<p>increasing an awareness of the imperative and the future, habitual continuous and past tense</p> <ul style="list-style-type: none"> understanding and using compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, <i>bigayimanha, yurruniyimanha,</i> (becoming sicker, becoming thirsty) understanding and using the dual purpose of the verb sitting/sit which may also mean living/live extending the use of common affixes/suffixes, including locational and directional, such as in, on, at, to, from, and to show purpose, with, having, habitat/environment recognising similarities and differences between Wajarri and English, including noticing features of singular or plural nouns noticing that prepositions that in English are small single words – such as in, on, at, and with – in Wajarri are mostly affixes/suffixes attached to nouns/pronouns; for example, <i>mangangga, wirndagula, gajanyuwa</i> Build on a metalanguage in Wajarri for talking about language, using terms similar to those used in English, such as

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p><i>duwagula, mudugala, Jambinula, Maluwala</i> (in the water, in/near the grass, in the tree/nest, near the house, in/near the car, in/near Geraldton/Mullewa)</p> <ul style="list-style-type: none"> noticing that the English verb ‘to be’ (is, are, am, am not) as well as words for ‘the’ and ‘a’, are not in the Wajarri language noticing the dual meaning of the verb for sitting and living; for example, <i>Marlu nyinamanha burlgagula.</i>; <i>Marlu buujugula nyinamnaha.</i> (Kangaroo is sitting in the grass.; Kangaroo lives in the bush.) 	<p>for example, <i>garri, majan, yanma</i> (stand, wait, get)</p> <ul style="list-style-type: none"> noticing informal use of future tense; for example, <i>garriya, jun.gurrmala/gurramala</i> noticing informal use of habitual continuous verb tense; for example, <i>nyinangaya, ngatha Jambinula/Maluwala nyinangaya</i> building on common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>ngarn.gangga, ruudugula</i> (in the cave, on/near the road) noticing the informal use of common affixes/suffixes for direction, such as, <i>-gi, lagi, -thanu, -lathanu</i> (to and from) noticing the use of an affix/suffix for habitat/environment; for example, <i>babajirri, mardajirri</i> noticing that the English verb ‘to be’, is, are, am, as well as words for ‘the’ and ‘a’, are not in Wajarri <p>Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences</p> <p>Begin to develop a metalanguage in Wajarri for talking about language, using terms similar to those used in English, such as noun,</p>	<ul style="list-style-type: none"> noticing the use of the nominal, <i>warrba/waba</i> (other, another, different); for example, <i>warrba/waba garangu</i> (yesterday, tomorrow, dependent on context) recognising and understanding that Wajarri has two classes of verbs, <i>ya</i> class and <i>la</i> class; for example, <i>garrimanha – ya</i> class, <i>majanmanha – la</i> class recognising that verbs may be transitive or intransitive; for example, <i>garrimanha, waggamanha</i> (intransitive), <i>bayanmanha, bawunmanha</i> (transitive) noticing that the subject of a transitive verb phrase/sentence needs a case/ergative affix/suffix such as <i>-nggu, -lu, -du, gamilu warany bawunmanha</i> <p>Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences</p> <p>Begin to develop a metalanguage in Wajarri for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective</p>	<p><i>thaajimanha, garlayimanha, birnduwimanha</i> (becoming warmer, being quiet)</p> <ul style="list-style-type: none"> understanding and using verbs in the present tense, and developing an increasing awareness of the imperative and the future and habitual continuous tense developing an understanding of the past tense and past habitual tense; for example, <i>bawunha, bawunmarda</i> developing an understanding of transitive and intransitive verbs such as <i>ngarlayimanha, warnimanha</i> (intransitive), <i>ganjarnmanha, bajarnmanha</i> (transitive) recognising and understanding that the subject of a transitive sentence needs a case/ergative affix/suffix and noticing the rules such as <i>-nggu</i> (on two-syllable vowel-final common words; <i>-lu</i> (on three-syllable words); <i>-du</i> (on words ending in a consonant); <i>gamilu warany bawunmanha</i> (on words relating to kin) developing an understanding of the use of common affixes/suffixes; for example, <i>-gi, -lagi, -thanu, -lathanu, -gu, -wu, -nyuwa</i>, (to and from, purpose, with, having) 	noun, pronoun, suffixes, tense, adjective, adverb

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				pronoun, suffix, tense, adjective		Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences Begin to develop a metalanguage in Wajarri for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective	
	Recognise that stories are told in different ways in Wajarri, such as Elders yarning, song, dance, music, sand paintings	Identify that, in Wajarri, stories are often about journeys across Country/Place and involve landforms, animals and plants Notice that texts, such as books, are sequenced and have a title, and that there is a connection between pictures and text	Recognise that, in Wajarri, texts have a purpose; for example, stories, paintings, songs and dances all have a message Recognise that communication can also occur through sign language	Recognise that the purpose and features of Wajarri stories, paintings, songs and dances are often to describe journeys across Country and give explanations of why features of Country exist and their importance	Recognise and understand that language features are typically linked with familiar texts; for example, the use of the imperative tense in games, instructions and procedures such as preparing foods, medicines and making tools, and the use of past and habitual tenses in stories	Recognise and understand that different elements of a text play distinct roles in its meaning or purpose, such as the layout, title, punctuation or use of speech bubbles in a cartoon	Investigate the purpose and use of sign language – for example in hunting or recent bereavement – for communicating at a distance and restricting who can understand a given message
	Recognise that Wajarri people have a personal relationship with language and Place	Recognise that Wajarri people have their own personal relationships with animals and the environment	Identify which Wajarri stories belong to which natural features, animals, plants and land, and recognise their significance, such as <i>The Budara Story, Waranygu Bayalgu, Walgu Marda</i>	Recognise and discuss links between people, stories and Wajarri Country/Place	Discuss links between people, stories and Country/Place, and the social importance of connections to History	Recognise that certain places have historical and contemporary significance to the Wajarri community, representing special bonds between people, Place and story	Understand that songs, stories, dance and other forms of artistic expression can be recreated and traced into contemporary formats, such as those created by the Yamaji Art Centre and Winja Wajarri Barna
Language variation and change	Recognise that there are different ways of greeting and interacting with people; for example, <i>Nyinda barndi Maaja Jones? Guwa.</i>	Recognise that different words and language forms are used to address or communicate with different people; for example, <i>Nyinda barndi nganajungu Gami? Barndi-mungal babinyu/bundara.</i>	Recognise that different words and language forms are used to address or communicate with Wajarri Elders and community members, or with family and school, and are determined by the context of use; for example, <i>Anju, Maaja, Diija, Gami Robert, Gantharri Mary</i>	Understand that a young person learning language will have different intonation and pronunciation than an Elder	Understand that Wajarri speakers may sound different as they grow older; for example, some endings or affixes become very soft	Understand that there are variations in Wajarri as it is used in different contexts by different people, such as formal or informal usage and dialect differences; for example, Byro dialect, Birungu/Wanmala dialects, <i>urda, urdaba, urdama</i>	Recognise that Wajarri is used differently in different contexts and situations, such as the word used for living and sitting, drinking and eating; for example, <i>nyinamanha, ngarnmanha</i>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Notice Aboriginal and Torres Strait Islander words used in everyday life, such as <i>koala, billabong, dingo, didgeridoo</i>	Recognise that different languages are spoken at school, in the community, and throughout Australia, such as English, Wajarri, Noongar, Indonesian, Italian	Recognise that some words in English have been borrowed from other languages, such as 'kindergarten' from German	Identify words that are the same or similar to neighbouring languages, such as <i>maar/mar/mara/maara, djen/djena/jina, keba/kabi, nyin/nyina, wangga/waangka</i> , and that over time there have been different ways of spelling words	Identify ways in which languages influence each other; for example, loan words and writing systems	Recognise that language and culture continually change as a result of contact with other languages and culture	Recognise that languages change over time
Language awareness	Recognise that many languages are spoken at school and in the community	Recognise Wajarri language in the environment in welcome signs, parks, street names and classroom names; for example, <i>yanayi, abiji, ngurra bibarlu, marlu, minga, Jambinu, Barndiyarra</i> (Lake Wooleen), <i>Budara Marda</i>	Recognise shared vocabulary across Aboriginal languages and Torres Strait Islander languages; for example, hand, foot, water, fire	Recognise that Aboriginal languages and Torres Strait Islander languages are in various states of maintenance, development and revival, and offer some historical reasons for this	Discuss the current situation of Wajarri; for example, current usage, revival plans, generational differences	Investigate ways Wajarri is used in the local region and in the wider Australian community; for example: Wajarri radio, Radio MAMA ABC TV and NITV Wajarri signage at local airports and at significant sites, such as <i>yanayi, Jambinu, Barndiyarra, Pia Wadjjarri, Yulga Jinna, Yagungunya</i> (hill north-east of Nannine), <i>Yagarrawu</i> (Mt Gould), <i>Gulumburr</i> (Byro), <i>Waagalinu</i> (hills near Geraldton)	Explain the importance of reviving Aboriginal and Torres Strait Islander languages for communities and the broader Australian community
	Understand that Wajarri language belongs to Wajarri people	Demonstrate respect and appropriate behaviours in presence of Elders and community members and when visiting important sites	Understand the purpose of Welcomes to Country and Acknowledgements of Country; for example, at school, sporting events, festivities, NAIDOC celebrations	Understand how and when Welcomes and Acknowledgements are required and who is entitled to deliver them	Observe and discuss protocols surrounding the retelling and sharing of stories	Recognise protocols of cultural safety when engaging with cultural material/property, such as artefacts, artwork	Recognise and use principles and protocols of cultural safety when engaging with cultural material or property, such as names of things, peoples and places, or visual and aural recordings
Role of language and culture	Identify which stories belong to which natural features, animals and plants	Recognise that culture, such as ways of cooking and hunting, greetings, symbols, flag and colours, is essential to life and is shared by generations	Notice how respect for Elders and Country/Place is built into the Wajarri language Develop a short Welcome to or Acknowledgement of Country	Recognise that the Wajarri language is primarily oral and explain the importance of story and storytelling in passing on language and culture	Recognise that ownership of songs, stories, dance and design is determined by families, Place, History and journey Identify symbols in visual art, visual design, song, dance	Recognise that beliefs and behaviours are expressed through languages, and cannot be separated from them	Recognise that Wajarri language and culture contains values held about the land, water and sky, for example in expressions and concepts such as Caring for Country – knowledge held by Wajarri Elders and passed through generations

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Role of language building	Recognise the importance of listening to and engaging with Elders and community members to learn Wajarri songs, games and stories	Recognise the importance of sharing activities with Elders and community members, such as inviting Wajarri Elders and community members to school or class activities to tell stories, discuss their history and journeys, sing songs, and share art, dance or cooking skills	Discuss why learning Wajarri on Wajarri Country benefits everyone	Identify language-building efforts in the Wajarri community; for example: <ul style="list-style-type: none"> • Wajarri in schools • adult classes • festivals • Wajarri language centre • Wajarri stories published • dictionaries 	Explain the protocols for language building within a community, developing resources with, and for usage in, the community	Identify and locate available Wajarri language resources suitable for language building; for example, living speakers; visual, aural and written material	Locate and learn about Wajarri language-building efforts in the community and the role these efforts play; for example: <ul style="list-style-type: none"> • Wajarri language centre • local history museum • Elders and community members writing or producing their own stories, art, music, dance, theatre
	Recognise that new songs and games can be formed by working with Wajarri Elders and community members	Recognise that new Wajarri words can be formed from within the language rather than borrowing from other languages; for example, <i>garlayimanha</i> , <i>barndiyimanha</i>	Use Wajarri at school and in the wider community, such as at school assemblies, interschool events, festivities	Understand how Wajarri was recorded in the past, by whom and for what purpose, and illustrate on a timeline	Understand the techniques of how Wajarri was recorded in the past, what this means to Wajarri people and how it has affected the current representation of Wajarri; for example, many views are discussed when using variations of spelling, words and phrases in the naming of public places	Understand the reasons for different spellings of words for Wajarri; for example, sounds misheard, meanings misunderstood, or recordings made in different Wajarri Country	Promote the use of Wajarri by teaching younger students within schools and communities

Western Australian Aboriginal Languages: Wajarri (Language Revival) – Scope and Sequence – Years 7–10

Communicating

	Year 7	Year 8	Year 9	Year 10
Socialising	Engage with peers, the teaching team, and visiting Wajarri Elders and community members using rehearsed language to exchange information about personal interests and experiences on Country/Place Use Wajarri protocols (verbal and non-verbal) when interacting with Elders and other adults; for example, <i>Nhurra barndi Bardarnu, Maaja, Diija, yalyba? Nganajungu/iniju ... Nganajungu yungatha/yalyba Simpson, Waagalinu nyinangaya, Jambinu gula. Ngatha buwanyuwa gudiya, jurdunyuwa gudiya. Ngatha gurrumanmanha/jun.gurrmanmanha julgara, banha bawunmanha julgara.</i>	Maintain interactions with peers, the teaching team, and visiting Wajarri Elders and community members using rehearsed language to exchange information about personal interests and Country/Place as a significant source of food, medicine and toolmaking by responding to and asking a range of questions in Wajarri, such as <i>nhaa, tharaga, ngana, nhaawu, thaarnu, ngaagalyu</i> , together with non-verbal gestures on topics; for example, <i>Manda Bigawu: Gantharri, ngatha maga biga! Nhaa mandawu barndiyimanha magawu?; Gantharri: unthagarri wirnda barndi maga bigawu. Tharaga banha wirnda nyinamanha/bagarnmanha?; Gantharri: Buujugula Byro gula, garndalyman jalyga, windi-windin jalyga babanyuwa, barndi maga bigawu.; Nyindangu yarila ngathanyuwa buujugi?; Gantharri: guwa.; Barndi/Guwa Gantharri.</i>	Initiate and maintain interactions with peers, the teaching team, and visiting Wajarri Elders and community members to exchange information about personal interests and traditional and contemporary lifestyles, and recount special events using rehearsed language, have-a-go and survival strategies – such as listening for surrounding key words, repetition, visual and auditory cues (including non-verbal gestures) – when Wajarri is expressed in unexpected ways: <i>Nhurra barndi Bardarnu, banha yalyba. Mungalbardu nganju yanaya buujuguwi ngarlayin.gu waranygu.; Ngaawu ngarlayin.gu waranygu? Nhaawu nganjunha waji dawunagi waranygu? Buujugula, warany nharnuwarra/narnuwarra banha gambarra. Balu nharnuwarra / narnuwarra ngarnmanha!; Ngurrangu yalyba warany mana?; Guwa, yalyba, barndi warany!</i>	Initiate and participate in sustained and extended interactions with peers, the teaching team, and visiting Wajarri Elders and community members to exchange information about personal interests, experiences of Elders, historical events, and plans and aspirations for the future, such as caring for Country and combatting climate change; for example, <i>Yamajigu Ngurra Ganjarnmanha Barndimananyu.; Nhaawu buujuwu, babawu, yurluyigi, banha wirndawu, barnawu, banha wadbigu wajiyimanha. Nhanhu galinjuyimaya ngardi nhurrangu ngurrawu. Ugarla, nhaa Bardarnu yalimarda? Thana barndiyimarda gugurl/gugurr buujujirri, babajirri, barnajirri, banha gagigu, marluwu, banha jinjamardajarra. Guwardi wangga Bardarnunyuwa!</i>
	Engage in individual and collaborative tasks to create displays or plan activities or events, such as a class performance, to showcase progress in learning, and use Wajarri language for family, friends and the community at events; for example, NAIDOC celebrations, assembly items, community events, Reconciliation celebrations, Sorry Day	Engage in collaborative tasks that involve planning experiences and activities using Wajarri language spontaneously, such as giving and following instructions to cook bush tucker or make artefacts, using hand signs as appropriate; for example, <i>Nhubali, manma yalyba ngarndu garlaman. Nhubali nyarlu manma mudugalathanu naba/nhaba, blowa, juurlu, juga/garu, baba. Birrugulan naba, blowa. Thunma juurlu, juga banha jinjamarda baba dambagi. Thunma damba bibarlugi baraly, thunma irrgalyiguwi. Majan dambanha bawun. Banha. Ngarnma balunha! Barndi warany!</i>	Engage in collaborative activities that involve planning and participating in learning experiences, and activities that combine language and cultural elements – for example, an excursion or incursion, song or dance performance, or art or craft exhibition – using Wajarri spontaneously and sharing responses and reactions	Contribute ideas and suggestions in interactions related to collaborative activities, such as organising a forum, role play, festival, or music and cultural event, to support and promote wellbeing and community development, and exchange resources and information Use culturally appropriate norms and skills when engaging with and learning from visiting Elders and community members
	Participate in class activities and interactions by responding to instructions, asking and answering questions, seeking clarification and praising or complimenting one another; for example, <i>Nyinda miyarnu?; Miyarnugurru/yurulbagu. Mala wangga.; Nhaa nhanha?; Walgajun ...; Nhaa wanggagu ...; barndijun; nyindangu bardu; Banha jala-jala/yurnanggu walgajun, wangga!; Banha barndiyimanmanha!</i>	Participate in class activities and interactions by asking and answering questions, making suggestions, seeking clarification and complimenting others' contributions; for example, <i>Maaja/Diija Walker, ngaal ngatha yalimalgu computerla? Ngatha wanggaya nganajungu gamingu wanggajarra ugarlathanu.; Ngatha inyayiya banha wanggajarra nganajungu babinyuwa. Barndi/Jala-jala!</i>	Respond to and use Wajarri in routine classroom exchanges to make suggestions, seek clarification, praise or compliment; for example, <i>Banha widara bibarlu wangga Kylie! Walgajun warrba/waba yanda nyindangu wanggagu.; Tom jirndi/birndu wangga.; Guwardi banha yurnanggu/jala-jala/barndi!; Nyinda maga barndi!</i>	Use Wajarri in class activities to question, make suggestions, seek clarification, participate in reflective activities, apologise, praise or compliment one another, such as <i>Thabinala Diija ngaal nganjunha daanjamalgu banha waralgu?; Thabin Bardarnu gugurl/gugurr miyarnugu, wanggagu.; Barndiyimanha warrbalagi/wabalagi banha tharragalu/mawungula!; Banha bintha! Yunga ngathanha. Ngatha mirnula nyinanha!</i>
Informing	Access and summarise key information from a range of sources on topics related to Wajarri Country/Place	Access, summarise and share key information and supporting details from a range of sources on topics related to Wajarri Country/Place; for example, to	Analyse ideas and information from a range of sources, such as historical documents, Elders and community members; for example, to explain the	Analyse and evaluate ideas and information from a range of sources on a variety of topics and issues related to Wajarri Country/Place, and classify into

	Year 7	Year 8	Year 9	Year 10
	by predicting meaning using picture clues, surrounding key words, and visual and auditory clues	explain how artistic expression relates to land, water, sea, sky, people, animals, plants, and social and ecological relationships	origin, meaning and significance of local place names and features	categories identifying the content, purpose and intent of the writer
	Convey information about Wajarri Country/Place events, experiences or topics of shared interest using language in different modes of presentation to suit different audiences and contexts; for example, developing a photographic record, portfolio or digital presentation with audio recordings	Organise and present information and ideas about Wajarri Country/Place events, experiences or topics of shared interest using language in different modes of presentation that consider a range of audiences; for example, developing a presentation that includes text, images and sound to record and explain aspects of Wajarri Country, or developing an interactive presentation with images and sounds for younger children that highlights the benefits of maintaining and strengthening Wajarri language	Convey information and ideas and offer own views on Wajarri Country/Place events, experiences or topics of shared interest using different modes of presentation that consider context, purpose and audience; for example, designing a book, pamphlet, guide or brochure to share with the Wajarri community that explains the origin, meaning and significance of local place names and features	Convey information, comments and perspectives on Wajarri Country/Place events, experiences or topics of shared interest using different modes of presentation that consider context, achieve different purposes and suit different audiences; for example, recording a short documentary to showcase features, stories, or social and cultural events about Wajarri Country, including interviews and quotes from Elders and important community people
Creating	Interpret and respond to texts, such as songs, stories, dances or video clips; for example, by sequencing pictures to text or a storyboard, or using a map, diagram or flow chart to illustrate text or write and retell key ideas and values and the techniques used to engage and entertain audiences	Interpret and respond to a range of texts by discussing and explaining how key information is expressed through stories, music, and visual and creative arts, and compare the roles and representations of animals, people and environment in different expressive forms	Discuss and explain how land, water, sea, sky, people, animals, plants, and social and ecological relationships are expressed through traditional and contemporary texts, including paintings, weavings, artefacts and sand drawings, and identify how they connect to Country and people	Analyse how texts, such as stories and songs, often link to neighbouring Aboriginal and Torres Strait Islander groups and nations, identifying key messages, themes and performance styles, comparing personal responses to popular music and considering how these texts incorporate social documentary; for example, in performances by Indigenous dance groups or local bands, Winja Wajarri Barna, Yamaji Art Centre, Jillinbirri Weavers, and singer Theona Councillor
	Create and present a range of spoken, written and multimodal real or imaginative texts using expressive language, gestures and supporting materials to entertain others; for example, a rap, skit, song, short play or animation	Create and present a range of texts that involve real or imagined contexts and characters, such as picture books, cartoons, raps, songs, sporting chants or advertising jingles, to share in class or with a wider virtual audience	Create and present real or imaginative texts designed to engage different audiences, including own visual and performative artwork, using symbols and techniques appropriate to Country/Place	Create and present or perform a range of texts that reflect cultural values, social issues or experience, such as narrations of real or imagined journeys involving a variety of characters, places and events
Translating	Translate and interpret short texts, such as narratives, song lyrics, dialogues or posters, from Wajarri to English and vice versa, noticing which words or phrases translate easily and which do not Understand that while translation may be possible, it may not be culturally appropriate or make sense culturally	Translate and interpret short texts from Wajarri to English and vice versa, comparing own interpretations with those of others, and discuss what is different and why	Translate and interpret texts from Wajarri to English and vice versa, identifying and explaining culture-specific contexts, practices and expressions in Wajarri which do not easily translate into English, such as the number system, terms for colour, and language associated with time and daily and seasonal cycles	Translate and interpret texts from Wajarri to English and vice versa, identifying how culture-specific contexts, practices and expressions are embedded in language and explaining differences in meaning; for example, historical documents or interpretations, or contemporary artistic, musical or theatrical interpretations
	Co-create bilingual texts and resources for the classroom and the school community; for example, print or digital word banks of expressions used in everyday interactions in Wajarri and in English, or learning resources and texts, such as children's stories or songs and games for younger learners	Co-create bilingual texts to inform the wider community about aspects of Wajarri language and culture; for example, bilingual video or photographic displays to showcase events and shared experiences	Co-create bilingual texts to inform the wider community or a specified audience about aspects of Wajarri language and culture, such as a musical, role play, or theatre performance, in Wajarri with English commentary and supporting explanations	Co-create bilingual texts to inform the wider community or a specified audience about aspects of Wajarri language and culture using subtitles, captions or digital texts to showcase songs, dialogues, events and shared experiences

	Year 7	Year 8	Year 9	Year 10
Identity	Consider how their own life experiences, family origins, traditions and interests shape their sense of identity and ways of communicating; for example, <i>Nganajungu ini ... Nhanha nganajungu gantharri, balu Indonesian, nganajungu gami balu English. Duwangga nhanju waggamanha English, Indonesian. Gantharri bawun gugurl, balungu mereny barndi ngardi ngarn!</i>	Consider and create spoken, written or multimodal texts to show how their own life experiences, family origins, traditions and interests shape their sense of identity and ways of communicating; for example, creating timelines, digital presentations or family trees with captions to mark key milestones and significant influences, key people, events, and experiences of connection to Elders and community	Compare and reflect on how identity is expressed across languages and cultures; for example, considering the idea of 'belonging' as expressed in different languages, including Aboriginal and Torres Strait Islander, Asian, African and European languages	Consider and explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples' sense of identity; for example, the Stolen Generations, land loss caused by government policy contributing to language loss and separation from Country/Place, family and community Share and discuss the role that language and culture play in the identity and wellbeing of Aboriginal and Torres Strait Islander peoples; for example, group identity expressed through flags, Welcomes to and Acknowledgements of Country, Indigenous rounds in sporting leagues, sporting of Indigenous designs and colours, dual-language signage in public places
Reflecting	Reflect on own reactions to intercultural interactions with Wajarri Elders and community members and use these reflections to identify and discuss the main areas of Wajarri which could benefit from language building; for example, when analysing and discussing historical sources used in language building, or when interviewing and recording Wajarri speakers	Understand challenges in developing new words and structures for Wajarri and how these words might be developed within the existing resources of the Wajarri language; for example, trying out ways of making new words under the guidance of a Wajarri specialist or an Elder	Engage with local Wajarri communities in language-related projects and contribute to local language records and resources through structured and research-based projects Understand that as young people their role is to be contemporary documenters of the language by listening to and transcribing Wajarri texts, preserving resources developed at school or developing a variety of resources for younger or future students of Wajarri language	Investigate programs and initiatives that serve to maintain and strengthen language use; for example, Wajarri school language programs, websites, databases, documentaries, recordings and archival material Explore the importance of advocacy in supporting the maintenance and development of language and culture, including language classes within the community outside of school hours

Understanding

	Year 7	Year 8	Year 9	Year 10
Systems of language	<p>Investigate and apply the sound patterns in Wajarri, including:</p> <ul style="list-style-type: none"> recognising the consonant and vowel sequences applied to syllable patterns, such as cv/cvc (consonant-vowel/consonant-vowel-consonant) as in <i>nyi na ji ma nha, ya li bi rri</i> recognising that digraphs, such <i>nh, ng, ny, rd, rl, rn, rr, lh, ly, th, uu</i>, are one sound noticing where the stress is placed when pronouncing Wajarri words <p>Apply these patterns and rules in writing with correct punctuation, such as capital letters, full stops, question marks, exclamation marks, commas and quotation marks</p>	<p>Investigate and apply the sound patterns in spoken Wajarri, including:</p> <ul style="list-style-type: none"> using syllables, clusters and stress developing metalanguage to describe and talk about sounds and phonology; for example, place of major articulation (lips, tongue, voice box), which is similar across Aboriginal and Torres Strait Islander languages, and manner of articulation (pronunciation, stress, intonation, rhythm) recognising and understanding uncertain or missing sounds or glides, such as in <i>warrayi, murdayi, quwiyarl</i> using key Wajarri features to predict meaning, communicate information and extend oral and written texts 	<p>Increase the awareness and use of Wajarri features in both oral and written texts, including:</p> <ul style="list-style-type: none"> using oral interactions in unfamiliar contexts to build fluency and accurate pronunciation of more complex syllable combinations extending the use of stress, intonation and rhythm extending written skills by applying knowledge to unfamiliar texts 	<p>Use metalanguage to explain sound and writing systems and grammatical structures in Wajarri</p> <p>Identify similarities in sound systems of related languages, such as Badimaya, Malgana, Wangkatha</p> <p>Explain the relative consistency of Aboriginal and Torres Strait Islander languages when spelling words, as compared to English</p> <p>Use knowledge of alphabetic conventions for Aboriginal and Torres Strait Islander languages to transcribe spoken texts from own Wajarri dialect and a neighbouring dialect, such Ngunuru or Byro, or even a neighbouring language such as Malgana, Badimaya, Yinggarda or Nhanda</p>
	<p>Generate language for a range of purposes in simple spoken and written texts, expanding context-related vocabulary and applying elements of the Wajarri grammatical system, including:</p> <ul style="list-style-type: none"> noticing and using singular and plural nouns in such contexts as <ul style="list-style-type: none"> healthy lifestyles NAIDOC and the local community the night sky and stars the moon and tidal effects mapping local, country and regional areas the sea as a source of food and sea food chains extending use of common singular, plural, demonstrative and possessive pronouns identifying and using interrogative pronouns <i>nhaawu, nhangga, nhaagalyu?</i> (why, when, how many) understanding and using some inclusive, exclusive and dual pronouns such as <i>nganhu, nganju, ngali, nhubali, thana, nganhungu, nganjungu, ngalingu, nhubalingu, bulangu</i> extending the use of commonly used adjectives of size, shape, colour, quality or state using adjectives such as <i>wilya/wilygi, bilibi/bindin/jindan</i> (wet and dry), <i>banha wama/barndi, ganggarn</i> (sweet and sour), to illustrate opposites building on the use of adverbs of direction and time, including <i>gan.gara/ngardiyarra</i> (up/down), 	<p>Generate language for a range of purposes in simple spoken and written texts by continuing to expand context-related vocabulary and applying elements of the Wajarri grammatical system, including:</p> <ul style="list-style-type: none"> noticing and using singular and plural nouns in such contexts as <ul style="list-style-type: none"> roles of extended family members hunting or cooking procedures for different meats, and ways of cooking different foods plants for tool making the sea as a source of food and sea food chains times of the day (24 hours) dawn-dusk-dawn, and their features, timelines and charts the relationship within a specific environment between plants, animals, birds and insects identifying nouns which can be derived from verbs and vice versa, such as <i>garla, garlayimanha, wilya, wilyanmanha</i> recognising the use of an affix/suffix to show possessive nominals such as <i>yamajigu ngurra, duthujungu baba</i> developing an understanding of singular and plural subject and object pronouns such as <i>ngatha, nyinda, balu, nganhu, nhurra; ngathanha, nyindanha, balunha, nganhunha, nhurranha, thananha</i>, and inclusive, exclusive and dual pronouns such as <i>nganhu, nganhunha, nganju, nganjunha; ngali, nhubali, thana, ngalinha, nhubalinha, bulanha</i> 	<p>Generate language for a range of purposes in spoken and written texts by increasing command and use of context-related vocabulary and elements of the Wajarri grammatical system, including:</p> <ul style="list-style-type: none"> noticing and using nouns in such contexts as <ul style="list-style-type: none"> seasonal changes traditional and contemporary lifestyles Dreaming stories from specific Country/Place extending topic-specific vocabulary, such as types of birds, kangaroos, goannas, snakes, insects developing an understanding of the use of an affix/suffix to show possessive nominals; for example, <i>gantharriju, gamiju, nyindangu, balungu</i> extending the use of common singular and plural, demonstrative and possessive pronouns and inclusive, exclusive and dual pronouns such as <i>nhanha, nhanhagardi, banha, banhagardi, ngalingu, ngalingu irra</i> (this side, that side, our, our language), <i>ngaliju</i> (us two, exclusive), <i>bulangu</i> (those two) identifying and using singular and plural subject and object pronouns developing an understanding of the use of the question or interrogative pronouns/adverbs; for example, <i>thaarnu nyinda nyinamnaha, thaarnu wanggaya ...</i> 	<p>Generate language for a range of purposes in spoken and written texts by increasing command and use of context-related vocabulary and analysing elements of the Wajarri grammatical system, including:</p> <ul style="list-style-type: none"> increasing use of nouns in such contexts as <ul style="list-style-type: none"> historical events biographies of Elders or Wajarri identities in fields such as sport, creative arts or literature a range of texts to analyse and identify significant grammatical elements building on the use of the ergative nominal suffix building on the use of transitive and intransitive verbs in all tenses extending the the use of an affix/suffix to show plurals and possessive nominals developing an understanding of the use of bound pronouns; for example, <i>marajiju inyatha</i> (my Aunty gave it to me) developing an understanding of the use of bound personal pronouns added to the stem/root of the first word of a phrase or sentence including the plural form <i>-ya</i> (they), as in <i>Mayungguya gulburna warany</i>. (The children found bush food.) identifying and understanding the use of the subject or object in a sentence; for example, <i>ganggulu bumanha guwiyarlanha</i> (uncle – subject, hit – verb, goanna – object); <i>ngatha waranygu bayalgu</i> (I – subject, food – object, digging for – verb) building on the use of singular and plural subject and object pronouns

	Year 7	Year 8	Year 9	Year 10
	<p><i>thagalangu/barnagardi</i> (inside/outside), <i>marlagardi/gardantha</i> (behind/in front of), <i>gugurl/waji</i> (always/never)</p> <ul style="list-style-type: none"> extending on the use and understanding of common verb tenses, including the imperative and the habitual, future, present and past tenses recognising the affix/suffix added onto the verb to show that the subject is performing two actions, such as <i>balu wanggamnha warany bawunyulu</i> identifying and understanding transitive and intransitive verbs; for example, <i>garli-garlimanha, malbanmanha</i> identifying and understanding the ergative case suffix in transitive sentences; for example, <i>-nggu, duthunggu barnagi bayanmanha</i> (two-syllable, vowel-final words), <i>-lu, gantharrilu</i>, (three-syllable, vowel-final words), <i>-du, guwiyarldu</i>, (consonant-final words) extending the use of common suffixes/affixes to identify and understand those for location, place, direction to or from, with and possession; for example, <i>babagula, wirndagi, duwathanu, bilarrnyuwa, waranygu</i> noticing and understanding the use of the nominal suffix/affix for habitat/environment, such as <i>babajirri</i> (river habitat), <i>yalgajirri</i> (desert habitat) and <i>wilunuyjirri</i> (sea environment) developing an understanding of the use of the nominal suffix/affix for like/similar to, <i>-ngurany</i>; for example, <i>babangurany, mudugangurany</i> developing an understanding of the use of the suffix/affix for negative, no or without, such as <i>waji</i> (no), <i>waji mereny</i> (without food), <i>tharra</i> (not good), <i>gurlgatharra</i> (deaf), <i>gurutharra</i> (bad eyes), and for verbs such as <i>tharranyuwa</i> (it's bad), <i>wayi manma</i> (don't get it), <i>wayi ngarna</i> (don't eat), <i>wayi nhanga</i> (don't look) building on the use of the conjunction <i>banha</i> (used when making lists of nominals/verbs) understanding the dual meaning of the verb for sitting and living; for example, <i>nyinamanha</i> (sitting and living), <i>ngarnmanha</i> (eating and drinking), <i>walgajunmanha</i>, (writing and drawing) <p>Continue to build a metalanguage in Wajarri to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective</p>	<ul style="list-style-type: none"> building on the use of adjectives, including those of character and appearance; for example, <i>wanguny</i> (shy), <i>jarra-jarra/batha-batha</i> (silly), <i>birdagu</i> (sneaky), <i>julgara</i> (happy) noticing the use of the suffix/affix <i>-thardu</i> on body parts to show 'big'; for example, <i>mulyathardu</i> (big nose), <i>gurlgathardu</i> (big ears) building on the use of adverbs, including extension of direction such as <i>bala</i> (over) <i>gan.gara/marlba</i> (above), <i>gula/nhugu</i> (near), <i>ngardiyarra/thagalangu</i> (underneath) developing an understanding of transitive and intransitive verbs; for example, <i>bajarnmanha, munggumanmanha; gurirdi-gurirdimanha, bagarnmanha</i> developing an understanding of and using the affix/suffix <i>-nyulu/nyu</i> on verbs to show that the subject is performing two actions; for example, <i>duthunggu bayanmanha barnagi barlgumanyulu</i> understanding and using the ergative nominal suffix; for example, <i>gamilu bajarnmanha/bathanmanha mudugalagi; minganggu ngathanha bajarna</i> recognising and understanding compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb, such as <ul style="list-style-type: none"> to show becoming or getting; for example, <i>widarayimanha</i> (becoming taller), <i>bilyiyarayimanha</i> (getting red/ripe) the use of <i>-ma</i> on a nominal to form a verb with the meaning to cause or make something happen; for example, <i>mayunggutha balybamanmanha</i> the use of <i>-gurda/gurru</i> to show apprehension/negation; for example, <i>wayi yanma bajalgurda</i> extending the use of the future tense to include modal verbs 'will', 'shall', as in <i>ngatha yungaya balungu guganha</i> (I'll give him some meat), and 'may', 'might', as in <i>ngali ngaal yanma Maluwalagi</i> developing an understanding of the use of the affix/suffix <i>marnu/maarnu/maanu</i> for a thing/'thingamajig' to describe an unfamiliar word, such as <i>jinamarnu, magamarnu</i> noticing the use of the affix /suffix <i>-ganu</i> to show 'nothing but' or 'only'; for example, <i>wamuluganu barnagula ngayimanha, babaganu, mardaganu</i> identifying and extending the use of nominal suffixes/affixes, including the use of <i>-ngurany</i> for 'like/similar to', <i>-jirri</i> for 'habitat', <i>waji, tharra, wayi</i> for 'negative' 	<ul style="list-style-type: none"> noticing the use of bound pronouns; for example, <i>yungatha</i> (give it to me), <i>-ju/-yu, gamiju</i> (referring to kin only), <i>-jungu, gulybajungu</i> (my clothes) noticing the use of bound personal pronouns added to the stem/root of the first word in a phrase or sentence (added to both verbs and nominals); for example, <ul style="list-style-type: none"> free pronoun – <i>ngatha yanmanha</i> (I'm going), bound pronoun – <i>Yanmanhana</i> free pronoun – <i>Nhaawu nyinda yanmanha?</i> (Why are you going?), bound pronoun – <i>Nhaawun yanmanha?</i> understanding and using the ergative subject affix/suffix; for example, <i>miyurdulu maraji bajarna, marajilu bajarna miyurdu, maraji bajarna miyurdulu</i> understanding and using transitive and intransitive verbs; for example, <i>yagulu guga bawunmanha, ganggu garrimanha barnangga</i> extending the use of adjectives building on the use of adverbs of time and place extending the use of verbs in the imperative and present, past, future, habitual and past habitual tense extending the use of <i>-nyulu/nyu</i> added on to verbs where the subject is performing two actions building on the use of compound verbs where an infix or an affix/suffix extends the meaning of a verb, such as <ul style="list-style-type: none"> to show becoming or getting; for example, <i>murdiyimanha, winthulyimanha</i> (becoming colder, becoming windier) to show cause or to make something happen, using <i>-ma</i> as in <i>Babanggutha wilyamanmanha</i>. (The water is making me wet.) to show apprehension/negation, using <i>-gurdu/gurru</i>, as in <i>Miyarnugurru</i>. (I don't know.) building on the use of conjunctions <p>Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences</p> <p>Continue to extend a metalanguage in Wajarri to talk about language, using terms similar to those used in</p>	<ul style="list-style-type: none"> building on the use of unfamiliar words using the suffixes/affixes for <ul style="list-style-type: none"> 'like'/'similar to'- <i>ngurany</i>; for example <i>bibarlungurany; gagurlangurany</i> 'thingamajig', <i>-maanu/maarnu/marnu</i>; for example, <i>magamarnu, jinamarnu, maramarnu</i> 'nothing but', 'only', <i>-ganu</i>; for example, <i>wayi babaganu</i> building on the use of the affixes/suffixes for 'habitat' in topic-specific vocabulary, such as <i>yurilyjirri, babajirri, wilunuyjirri, mardajirri</i> building on the use of the negative suffix/affix added on to nominals/verbs building on the use of conjunctions developing an understanding of the use of relative pronouns 'that', 'which' and 'who', <i>banha, nhaa, ngana</i>, as well as <i>nganalu</i> (used when 'who' is the subject) and <i>ngananha</i> (used when 'who' is the object) extending the use of modal verbs, such as will, would, should, may, might; for example, <i>Ngatha yanaya dawunugi urda</i>. (I will go to town later.) extending the use of compound verbs where an infix or an affix/suffix extends the meaning of a verb, such as <ul style="list-style-type: none"> to show becoming or getting; for example, <i>ngurliyimanha, nguraniyimanha</i> (becoming frightened, becoming excited and happy) to show cause or to make something happen, using <i>-ma</i> as in <i>Gantharrilu damba migamanmanha</i>. (Nan is making damper) to show apprehension/negation, using <i>-gurdu/gurru</i>, as in <i>Waran.gurru</i>. (I can't sing.) <p>Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences</p> <p>Continue to extend a metalanguage in Wajarri to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective</p>

	Year 7	Year 8	Year 9	Year 10
		Build and extend a metalanguage in Wajarri to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	English, such as noun, pronoun, suffix/affix, verb, tense, adjective	
	Show understanding of the purposes and roles of various spoken, written and visual texts in Wajarri; for example, understanding that Country/Place can be interpreted as text by the Wajarri community	Understand and discuss the purposes and roles of various spoken, written and visual texts in Wajarri, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information	Discuss the relationship between different text types in terms of Wajarri language features, audience, context and purpose, such as ways that songs, dance and paintings function to capture language and meaning	Analyse the purpose and role of a range of spoken, written and visual texts by linking and sequencing ideas to form cohesive texts, and investigating the use of appropriate grammatical forms and elements
	Understand and discuss family links to Country and the concept of ownership	Explore and understand the role that the Wajarri language plays in the management of land and its stories	Explore and explain how art forms, songs and dances identify Wajarri people and places	Understand that different roles within Wajarri community and public life can be determined by Wajarri family groups
Language variation and change	Recognise that different elements in Wajarri language, such as gestures, facial expressions, choice of language and use of silence, vary according to context	Recognise and understand that different elements in Wajarri language, such as eye contact and pointing with lips, vary according to context, situation and family relationships	Analyse and compare intergenerational Wajarri language use; for example, that of young people today and the Wajarri language used by older generations	Analyse and explain variations in language use to suit different social and cultural contexts, purposes and relationships; for example, expressions used with respected Wajarri family and Elders, and ways of asking questions of different people
	Explain how languages change over time and influence one another; for example, the impact of history and contact languages, such as Wajarri words in Aboriginal English, and the ways Wajarri has been written	Explain changes to Wajarri that reflect changing lifestyles, cultural trends and emerging needs, such as young people's language and the impact of music, social media and technology on communication	Explain and reflect on changes in use of their own first language over time, noticing how and when new ways are adopted or existing ways adapted, such as contact with other languages, globalisation, new technologies and knowledge	Explore changes in Wajarri language or neighbouring languages over time by listening to old recordings of Wajarri or viewing old films with Aboriginal and Torres Strait Islander actors
Language awareness	Explore the extent of language use across the Wajarri nation in earlier times, considering Wajarri dialects, mapping shared words and noticing the use of different words within the Wajarri nation	Consider and reflect on the future of Wajarri language in the context of its current revival, and identify current policies and practices that have impacted positively on the revival of Wajarri; for example, Welcome to and Acknowledgement of Country performances at events; Wajarri practices highlighted in films and television and radio programs; dual-language signage in public places, national parks, museums and schools	Research the impact of historical events, such as Stolen Generations, mission schools and advocacy, on Aboriginal and Torres Strait Islander languages in general and on Wajarri in particular	Compare the ecologies of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries in areas such as language policy and rights, language loss, advocacy and reform, and language revival
	Recognise and show understanding of culturally appropriate protocols when engaging with and learning from Wajarri Elders or community people	Understand and apply culturally appropriate protocols when engaging with and learning from Wajarri Elders or community people	Apply cultural norms, skills and protocols associated with using and researching Wajarri and all Aboriginal and Torres Strait Islander languages	Acknowledge cultural and intellectual property rights and copyright over Wajarri language work, including song holders, story keepers, language informers, composers and choreographers

	Year 7	Year 8	Year 9	Year 10
Role of language and culture	Show understanding that culturally significant attitudes and beliefs conveyed through language are linked to the past, to land, plants and animals and to celebrations	Identify the role of language in passing on knowledge, such as the classification of living or non-living things based on their form or function (food, medicine, tools)	Reflect on and explain how communities' ways of thinking, behaving and viewing the world influence how language is used	Show understanding that each Wajarri person inherits language as part of their birthright and that they become custodians and owners of land, of water or sea, and of language, and how this may have been disrupted for some families
Role of language building	Explore language revival efforts in the Wajarri community and neighbouring regions, and identify resources and processes that are available	Investigate and understand protocols for filling language gaps and extending semantic domains, including protocols for borrowing from other languages, creating words by analogy and drawing from existing resources in Wajarri	Recognise the importance of intergenerational collaboration in reviving and maintaining languages	Understand how the process of language-building expands existing linguistic and cultural resources in the Australian community
	Identify and discuss the main areas of Wajarri language that could be served by language building	Discuss techniques used to build Wajarri language, such as analysing historical sources and interviewing or recording Wajarri speakers	Reflect on their role as contemporary documenters of language; for example, listening to and transcribing spoken texts or preserving language resources developed at school	Explore the importance of advocacy in supporting the maintenance and development of Wajarri language and culture