

## Aboriginal and Torres Strait Islander Framework – L1 Pathway – Scope and Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b>Socialising/ Interacting</b>	Interact with peers, the teaching team and visiting Elders/community members to share information, thoughts and feelings about family, friends, community, activities, events and experiences	Interact with others, sharing and comparing experiences, personal perspectives and points of view on topics related to immediate environment and personal world	Discuss topics of interest to immediate and wider community, explaining, comparing, summarising and justifying points of view and responding to different perspectives
		<b>Taking action/ collaborating</b>	Participate in shared tasks and activities that involve following instructions, making things and cooperating with peers	Plan and participate in collaborative activities and events, negotiating and performing different roles and responsibilities that are appropriate to local cultural traditions	Plan, participate in and evaluate events and activities that involve taking shared action, negotiating and problem-solving and that draw upon personal and community knowledge
		<b>Developing the language of schooling</b>	Participate in conversations and interactions that involve behaviours such as active listening, showing interest, asking questions and contributing ideas, information	Participate in classroom interactions that involve some changes to ways of communicating at school and the development of learning related language and interaction patterns	Engage in inclusive and respectful discussion that involves commentary, analysis and reflection on shared experience, such as that of learning and using the language in the school setting
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b>Obtaining and using information</b>	Locate/ discover/identify key information about Country/Place and community by exploring Country/Place and listening to stories from Elders and community members	Gather, organise and compare information from a range of sources relating to Country/Place, community and past and present ways of living	Investigate, analyse and synthesise information obtained from a range of sources on topics and issues related to their Country/Place and community
		<b>Conveying information</b>	Give factual information about family, friends, Country/Place and community using simple statements and descriptions, captioned drawings and photos	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines, narratives, descriptions and procedures	Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b>Participating in and responding to stories, song, dance and visual design</b>	Participate in shared listening to, viewing and reading of texts, identifying and describing favourite elements, main characters and key events and responding through singing, dancing, drawing, movement and action	Listen to, read and view a variety of texts, describing and discussing key elements, ideas, characters, events and messages, making connections with own life and experiences	Interpret and respond to a range of texts, sharing and comparing personal views and reactions, describing, explaining and comparing aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships
		<b>Creating and performing</b>	Create and present shared stories, songs and performances using familiar words and expressions that allow for exploration and enjoyment of language	Create, present and perform expressive and imaginative texts that involve different modes of presentation, such as stories, dance, skits or video clips, based on a stimulus concept, theme or resource	Create a range of spoken, written and multimodal texts involving real/imagined contexts and characters
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating/ interpreting, transcribing and explaining</b>	Translate words and expressions used in everyday contexts and situations, from the language into other known languages and vice versa	Translate short texts from the language into other known languages and vice versa, including the register of sign language, noticing words or expressions that are not easy to translate and identifying elements which require explanation rather than literal translation	Transcribe, translate and interpret texts from the language into other languages of the region and into English and vice versa, considering and explaining factors that influenced the translation from one language and discussing issues related to translating and interpreting
		<b>Creating bilingual/ multilingual texts</b>	Create simple print, oral, digital bilingual/multilingual texts, such as songs, wall charts, labels for the classroom, class rules, timetables	Create bilingual/multilingual texts for the classroom and the school community, such as records of excursions and shared learning experiences, songs, photo stories, posters, brochures, maps	Produce short bilingual/multilingual texts such as digital stories, comics, animations, blogs and contributions to community newsletters

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Identity	Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures	<b>People, kinship and community</b>	Learn about and understand the concepts of kin, social groupings and relationships, and how these are connected to the natural environment	Describe kinship relations as a system and explain its role in determining social behaviour	Investigate, explain and discuss the relationship between kinship, Law, land, sea/water and sky
		<b>Country/Place</b>	Identify with Country/Place and understand connections between Country/Place and individuals and groups	Interact with Country/Place, for example, by discussing roles within the family, ownership, custodial and totemic affiliations, and links between History, social groups and natural species	Describe and discuss the relationship between people, community and Country/Place, and how individuals and groups demonstrate connections to areas of land and sea/water and their rights and obligations with respect to those areas
		<b>History/Story</b>	Identify their own songs, stories, dances and designs and their links to kinship systems	Describe and explain behaviour, rights and responsibilities in relation to the kinship ownership of songs, stories, dances and designs	Investigate and discuss how connections between Law, story, ceremony, visual design, people and Country/Place are demonstrated and manifested in individual and community behaviour
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on intercultural experience</b>	Notice how using the language and other known languages, including English, involve some different ways of communicating and behaving	Notice and describe similarities and differences in ways of using language and interacting with people when communicating in the language and in other known languages, including English	Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking

Aboriginal and Torres Strait Islander Framework – L1 Pathway – Scope and Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	<b>Sound and writing systems</b>	Use and recognise the sounds, intonation and rhythms in the spoken language and learn how sounds and words relate to written language	Compare and use the patterns of speech sounds, intonation and rhythm in the language and learn the written forms of these and associated conventions	Understand and explain sound patterns in the spoken language, representing these patterns with an expanding repertoire of written symbols and conventions
		<b>Grammar and vocabulary knowledge</b>	Understand and use a developing vocabulary including topical and classificatory language, recognising the function of different word types in the language	Understand and describe the word formation processes in the language, including the use of prefixes and suffixes	Develop and use (meta)language to analyse a range of grammatical structures in their language(s) and English
		<b>Ways of communicating and creating text</b>	Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages	Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions	Investigate the ways people communicate using spoken, written and visual modes and analyse the form and structures of a range of texts, including their use, role and relationship to other social processes
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b>Variability in language use according to social and cultural context</b>	Recognise that different words and language forms are used to address and communicate with people according to relationship and situation	Understand that speakers vary language forms and styles according to kin relationship and context	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
		<b>The dynamic nature of language</b>	Recognise that languages borrow words from each other	Recognise that languages change over time	Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Language awareness	Analysing and understanding the nature and function of language and culture in general, focusing on such areas as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication	<b>Linguistic landscape and ecology</b>	Recognise that their language is part of broader regional and national language diversity	Explore the language situation of their community and the diversity of language situations in Australia	Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism
		<b>Protocols for working with Aboriginal languages and Torres Strait Islander languages</b>	Understand that language belongs to communities, and that language learning requires respectful and appropriate behaviour	Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined	Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<b>The relationship of language culture</b>	Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Reflect on how a community's ways of using language are shaped by values and beliefs	Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
<b>Role of language building</b>	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expressions and discourse, and to develop knowledge of linguistic techniques such as collecting, describing and recording language	<b><i>Maintaining and strengthening language</i></b>	Recognise how Aboriginal and Torres Strait Islander languages are transmitted from generation to generation	Understand ways the language and culture can be maintained and strengthened in changing contexts	Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

## Aboriginal and Torres Strait Islander Framework – L2 Pathway – Scope and Sequence

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b>Socialising/ Interacting</b>	Interact with each other, the teaching team and visiting Elders/community speakers using simple language and gestures for greeting and farewelling, talking about self and family	Interact with peers, the teaching team and visiting Elders/community speakers about aspects of their personal worlds, such as experiences at school, home, everyday routines and favourite pastimes, interests and activities	Engage with peers, the teaching team and visiting Elders/community speakers to share interests, experiences and aspirations, to exchange information about teenage life and to express opinions and feelings
		<b>Taking action/ collaborating</b>	Participate in guided group activities such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning	Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events or activities or presenting at a school performance	Engage in activities that involve collaboration, planning, organising and negotiating to take action
		<b>Developing language for classroom interaction</b>	Interact in classroom routines and respond to teacher instructions	Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help, praising or complimenting one another and apologising	Interact in class activities that involve making requests and suggestions, seeking clarification, negotiating changes and expressing opinions
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b>Obtaining and using information</b>	Locate specific words and familiar phrases in texts such as charts, lists, photos, maps, and use information to complete guided oral and written tasks	Gather, classify and compare information from a range of sources associated with the target language Country/Place, community and daily life	Identify, analyse and summarise factual information obtained from a range of sources on a variety of topics and issues related to the region of the target language
		<b>Conveying information</b>	Give factual information using simple statements and descriptions, gestures, and captions	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions	Convey information about events, experiences or topics of shared interest, using different modes of presentation to suit different audiences and contexts

Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	<b>Participating in and responding to stories, song, dance and visual design</b>	Participate in shared listening to, viewing and reading of texts and respond through singing, reciting, miming, play-acting, drawing, action and movement	Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours	Interpret and respond to a range of real and imaginative texts by sharing personal views, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, people, plants, animals and social and ecological relationships
		<b>Creating and performing</b>	Create and present shared stories, songs and performances using familiar words and patterns and support materials	Create and present imaginative texts that use familiar expressions and modelled language for a range of audiences	Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating/ interpreting and explaining</b>	Translate frequently used words and phrases using visual cues and resources such as word lists	Translate simple texts from the target language into English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references	Translate and interpret a range of texts from the target language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding
		<b>Creating bilingual texts</b>	Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, labels and wall charts	Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, photo stories, captions for images and displays	Create bilingual texts in collaboration with others for the wider community
Identity	Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures	<b>Expressing Identity</b>	Describe aspects of self, such as family, school/class and language/s spoken, noticing how these different elements contribute to one's identity	Interact with others, noticing how ways of communicating with and responding to each other shape and reflect identity	Consider and discuss their own and each other's experiences and ways of expressing identity, reflecting on how the target language links the local, regional and national identity of its speakers with the land



Communicating Strand – Using language for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on intercultural experience</b>	Notice what is similar or different to their own language and cultural expression when interacting with songs, stories, games, pictures and artistic expression from the target language and culture	Notice and describe some ways in which the target language and associated communicative behaviours are similar or different to their own language(s) and forms of cultural expression	Participate in intercultural interactions and consider own reactions when engaging with target language speakers and resources, and how these may reflect own language(s) and culture(s)

## Aboriginal and Torres Strait Islander Framework – L2 Pathway – Scope and Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	<b>Sound and writing systems</b>	Notice and imitate characteristic sounds, intonation patterns and rhythms of the target language(s) and how these relate to the written language	Produce sounds, stress, intonation patterns of the target language, using developing phonemic awareness linked to the writing system	Produce sounds, stress, intonation patterns of the target language, using a developing phonemic awareness linked to the writing system
		<b>Grammar and vocabulary knowledge</b>	Notice types of words in the target language and understand and use some elements of the target language structure	Expand vocabulary in the target language through word-formation and building processes, and recognise and use simple structures	Expand vocabulary and understand and use a range of grammatical structures in the target language, including inflectional and derivational processes
		<b>Ways of communicating and creating text</b>	Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages	Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular language features, and understand and apply text conventions	Investigate spoken, written and visual modes of communication and analyse the form and structures of different types of texts, including their use, function and relationship to social processes
		<b>Links between language, kin and land</b>	Identify elements of the kinship system and its role in linking story and natural species and phenomena	Understand the core role of the kinship system in social behaviour and the relationship between Place, History and society	Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	<b>Variability in language use according to social and cultural context</b>	Recognise that different words and language forms are used to address and communicate with people according to relationship and context	Understand that speakers vary language forms according to kin relationship and context of situation	Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships
		<b>The dynamic nature of language</b>	Recognise that languages borrow words from each other	Recognise that languages change over time	Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies
Language Awareness	Analysing and understanding the nature and function of language and culture in general, focusing on such areas as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape	<b>Linguistic landscape and ecology</b>	Identify the region of the target language and notice how it is part of the broader regional and national language diversity	Explore the language situation of target language communities and the diversity of language situations in Australia	Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism
		<b>Protocols for working with Aboriginal languages and Torres Strait Islander languages</b>	Understand that language belongs to communities and that language learning requires the application of respectful and appropriate behaviour	Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined	Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>The relationship of language culture</i></b>	Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Explore connections between identity and cultural values and beliefs and the expression of these connections in an Aboriginal and/or Torres Strait Islander language	Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
<b>Role of language building</b>	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expressions and discourse, and to develop knowledge of linguistic techniques such as collecting, describing and recording language	<b><i>Maintaining and strengthening language</i></b>	Recognise that Aboriginal and Torres Strait Islander languages are transmitted from generation to generation	Understand ways the target language and culture can be maintained and strengthened in changing contexts	Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong

## Aboriginal and Torres Strait Islander Framework – LR Pathway – Scope and Sequence

Communicating Strand – Using language* for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b>Socialising/ Interacting</b>	Interact with each other, the teaching team and visiting Elders/community members, using language and gestures to greet and talk about self and family	Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities	Engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations
		<b>Taking action/ collaborating</b>	Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning	Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances	Engage in activities that involve collaboration, planning, organising, promoting and taking action
		<b>Developing language for classroom interaction</b>	Interact in classroom routines and respond to teacher instructions	Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help	Interact in class activities that involve making suggestions, seeking clarification, praising or complimenting one another
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b>Obtaining and using information</b>	Discover key information about Country/Place by exploring Country/Place and listening to stories from Elders and community members	Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources	Investigate and summarise factual information obtained from a range of sources on a variety of topics and issues related to the Country/Place
		<b>Conveying information</b>	Give factual information using simple statements, gestures and captions	Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams	Convey information about Country/Place events, experiences or topics of shared interest, using different modes of presentation

Communicating Strand – Using language* for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b>Participating in and responding to stories, song, dance and visual design</b>	Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement	Listen to, read and view different real and imaginative texts, identifying and making simple statements about key elements, characters and events, and interpreting cultural expressions and behaviours	Interpret and respond to texts by sharing personal reactions, comparing themes, describing and explaining aspects of artistic expression and how these relate to land, sky, sea, water, people, plants, animals and social and ecological relationships
		<b>Creating and performing</b>	Create and present shared stories, songs and performances, using familiar words and patterns and support materials	Create and present real and imaginative texts suitable for a particular audience, using familiar expressions and modelled language	Create a range of spoken, written and multimodal texts to entertain others, involving real or imagined contexts and characters
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b>Translating/ interpreting and explaining</b>	Translate frequently used words and phrases, using visual cues and resources such as word lists	Translate simple texts from the language to English and vice versa, identifying elements which require interpretation rather than translation and involve cultural references	Translate and interpret texts from the language to English and vice versa, comparing their versions and considering how to explain elements that involve cultural knowledge or understanding
		<b>Creating bilingual texts</b>	Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts	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 wider community collaboration with others

Communicating Strand – Using language* for communicative purposes in interpreting, creating and exchanging meaning					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
<b>Identity</b>	Exploring and expressing their sense of identity as individuals and as members of particular speech communities and cultures	<b>Expressing Identity</b>	Describe aspects of self, such as family, school/class and language/s spoken, considering how these contribute to their sense of identity	Explore their own sense of identity, including elements such as family, friends, interests, membership of groups, and consider markers of identity that may be important across all cultures	Consider and discuss their own and each other's ways of communicating and expressing identity, reflecting on how the language links the local, regional and national identity of its speakers with the land
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b>Reflecting on intercultural experience</b>	Notice how using different languages involves some different ways of communicating and behaving	Notice and describe ways in which the language and associated communicative behaviours are similar or different to other known languages and cultures	Participate in intercultural interactions and consider own reactions when engaging with Elders and community members and resources

## Aboriginal and Torres Strait Islander Framework – LR Pathway – Scope and Sequence

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b>Sound and writing systems</b>	Learn the different sounds of the language and link these to written symbols and conventions	Distinguish and produce the speech sounds of the language, understanding how these are represented in writing	Understand and explain the sound patterns in spoken language and use developing phonemic awareness to represent these patterns in written form
		<b>Grammar and vocabulary knowledge</b>	Recognise the function of different word types and understand basic elements of language structures	Expand vocabulary in the language through word-formation processes and recognise and use simple language structures	Expand vocabulary and understand and use a range of vocabulary sets and grammatical structures that are available in the language
		<b>Ways of communicating and creating text</b>	Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages	Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features	Discuss the purpose and roles of various spoken, written and visual texts in the language
		<b>Links between language, kin and land</b>	Identify elements of the kinship system and its links to place and natural species	Recognise how kin relationships link people, Place and story	Investigate how the kinship system functions to integrate personal and community histories and relationships
<b>Language variation and change</b>	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<b>Variability in language use according to social and cultural context</b>	Recognise that different words and language forms are used to address and communicate with people according to relationship and context	Understand that speakers vary language forms according to kin relationship and context of situation	Discuss variations in language use that reflect different social and cultural contexts, purposes and relationships
		<b>The dynamic nature of language</b>	Notice that languages borrow words from each other	Recognise that languages change over time	Describe and reflect on how languages change over time and influence one another



Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange					
Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
Language awareness	Analysing and understanding the nature and function of language and culture in general, focusing on such areas as the changing relationship of languages and cultures over time, and the ability of new media and technologies to shape communication	<b>Linguistic landscape and ecology</b>	Recognise that the language is part of the broader regional and national language diversity	Explore the language situation of language communities and the diversity of language contexts in Australia	Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language loss, advocacy, reform and multilingualism
		<b>Protocols for working with Aboriginal languages and Torres Strait Islander languages</b>	Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour	Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined	Understand and apply cultural norms, skills and protocols associated with learning, using and researching Aboriginal and Torres Strait Islander languages
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	<b>The relationship of language culture</b>	Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them	Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages	Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge
Role of language building	Analysing and understanding language building as a means to extend the potential of the language in the areas of vocabulary, expressions and	<b>Processes and protocols of language building</b>	Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities	Identify available resources and protocols to be followed when building language	Explore language building processes and protocols in communities

Understanding Strand – Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub-strand	Description	Thread	Foundation to Year 2	Years 3 to 6	Years 7 to 10
	discourse, and to develop knowledge of linguistic techniques such as collecting, describing and recording language	<b><i>Techniques of language building</i></b>	Build the resources of the language by creating, performing and recording new texts, and by creating new contexts for its use	Understand how the language has been recorded in the past, and how this affects language building processes	Investigate and explain techniques used to build language, considering challenges involved and understanding their role as contemporary documenters of language