Australian CURRICULUM

LANGUAGES

Framework for Aboriginal Languages and
Torres Strait Islander Languages
Second-language learner pathway (L2)
Years F-10
Scope and sequence

Framework L2 SCOPE AND SEQUENCE All-Elements

Foundation	Years 1–2
Achievement standard	
By the end of the Foundation year, students use play and imagination to interact and create [Language] texts, with support. They identify that [Language] and English are different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.	By the end of Year 2, students use [Language] to interact and share information related to Country/Place, the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. Students imitate the sounds and rhythms of spoken [Language]. They demonstrate understanding that [Language] has conventions and rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of [Language] and English. They understand that [Language] belongs to Country/Place and People, and is connected with culture, and notice how this is reflected in their own language(s), culture(s) and identity.

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For consultation

Content descriptions	
	Strand: Communicating meaning in [language}
	Sub-strand: Interacting in [Language]
with support, recognise and communicate meaning in [Language] AC9L2FF01	recognise and respond to modelled greetings, instructions and routines; and personal introductions AC9L2F2C01
explore, with support, language features of [Language] noticing similarities and differences between [Language] and English AC9L2FF02	participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues AC9L2F2C02
explore connections between language and culture AC9L2FF03	
	Sub-strand: Mediating meaning in and between languages
	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases AC9L2F2C03
	notice that language carries cultural meaning in greetings, introductions, instructions and routines AC9L2F2C04
	Sub-strand: Creating text in [Language]
	use words, familiar phrases and modelled language to create spoken, written and multimodal texts AC9L2F2C05

	Strand: Understanding language and culture

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	Sub-strand: Understanding systems of language
	recognise that [Language] has an oral tradition and imitate the sounds and rhythms to construct meaning AC9L2F2U01
	recognise that [Language] has language conventions and grammatical structures and has an oral tradition that can be represented in written form AC9L2F2U02
	notice that [Language] has features that may be similar to or different from English AC9L2F2U03
	Sub-strand: Understanding the interrelationship of language, culture and identity
	recognise that Aboriginal languages and Torres Strait Islander languages belong to Country/Place and People AC9L2F2U04
	notice that people use language in ways that reflect cultural identity AC9L2F2U05

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Years 3–4	Years 5–6
Achievement standard	
By the end of Year 4, students use [Language] language to initiate structured interactions to share information related to the Country/Place, classroom and their personal worlds. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts. Students imitate sound combinations and rhythms of spoken [Language]. They demonstrate understanding that [Language] has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in [Language] and make comparisons between [Language] and English. They understand that the [Language] language is passed down from generation to generation by its Custodians and is connected with culture and identity. They identify how this is reflected in their own language(s), culture(s) and identity.	By the end of Year 6, students initiate and use strategies to maintain interactions in [Language] language that are related to their immediate environment. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in [Language] or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of pronunciation and intonation in spoken [Language]. They apply conventions of spelling and punctuation, and use modelled structures, when creating and responding in [Language]. They compare language structures and features in [Language] and English, using some metalanguage. They show understanding of why language should be revived and how some language reflects cultural practices. They consider how this is reflected in their own language(s), culture(s) and identity.

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Content descriptions	
Strand: Communicating meaning in [language]	
Sub-strand: Interacting in [Language]	
initiate exchanges and respond to modelled questions about self, others, and learning environment, using formulaic expressions AC9L2F4C01	initiate and sustain modelled exchanges in familiar contexts related to students' personal worlds and learning environment AC9L2F6C01
participate in activities that involve planning with others, using a range of familiar phrases and modelled structures AC9L2F4C02	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas AC9L2F6C02
Sub-strand: Mediating meaning in and between languages	
locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts AC9L2F4C03	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose AC9L2F6C03
develop strategies to comprehend and adjust [Language] language in familiar contexts to convey cultural meaning AC9L2F4C04	apply strategies to interpret and convey meaning in [Language] language in familiar non-verbal, spoken and written cultural contexts AC9L2F6C04
Sub-strand: Creating text in [Language]	
create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple phrases and sentences and modelled textual conventions AC9L2F4C05	create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type AC9L2F6C05

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Strand: Understanding language and culture	
Sub-strand: Understanding systems of language	
recognise and use modelled combinations of sounds, pronunciation and intonation patterns of [Language] to form words and phrases AC9L2F4U01	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases AC9L2F6U01
recognise [Language] language conventions, grammatical structures and basic syntax in familiar texts and contexts AC9L2F4U02	use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts AC9L2F6U02
recognise familiar [Language] language features and compare with those of English, in known contexts AC9L2F4U03	compare some [Language] language structures and features with those of English, using some familiar metalanguage AC9L2F6U03
Sub-strand: Understanding the interrelationship of language, culture and identity	
recognise that Aboriginal languages and Torres Strait Islander languages are passed down by Custodians from generation to generation AC9L2F4U04	understand how [Language] and all Aboriginal languages and Torres Strait Islander languages can be revived, maintained and strengthened AC9L2F6U04
identify connections between [Language] language, culture, Country/Place and identity AC9L2F4U05	recognise that identity is shaped by language, culture and Country/Place and that this impacts on communication AC9L2F6U05

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Years 7–8 (F–10)	Years 9–10 (F–10)
Achievement standard	
By the end of Year 8, students initiate and maintain interactions in [Language] in familiar and some unfamiliar contexts related to a range of interests and experiences. They use [Language] to negotiate solutions and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts. Students apply the conventions of spoken [Language] to enhance fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of [Language] text, using metalanguage. They reflect on how [Language] Custodians pass down knowledge and cultural norms, and how these are interconnected with identity. They compare these interrelationships with their own language(s), culture(s) and identity.	By the end of Year 10, students contribute to and extend interactions in [Language] in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex structures to create and respond to spoken and written texts. They use language devices to sequence events and to enhance meaning and cohesion. Students incorporate the features and conventions of spoken [Language] to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of [Language] texts, using metalanguage. They understand that there are protocols that relate to learning and using [Language]. They reflect on their own cultural perspectives and identity, and draw on their experience of learning [Language] to evaluate how this learning influences their ideas and ways of communicating.

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Content descriptions	
Strand: Communicating meaning in [Language]	
Sub-strand: Interacting in [Language]	
initiate and sustain exchanges in familiar and some unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others AC9L2F8C01	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others AC9L2F10C01
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events AC9L2F8C02	contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences AC9L2F10C02
Sub-strand: Mediating meaning in and between languages	
interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2F8C03	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience AC9L2F10C03
interpret and adjust non-verbal, spoken and written language to convey meaning in [Language] language in familiar and some unfamiliar cultural contexts AC9L2F8C04	interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts AC9L2F10C04
Sub-strand: Creating text in [Language]	
create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context AC9L2F8C05	create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences AC9L2F10C05

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Strand: Understanding language and culture	
Sub-strand: Understanding systems of language	
apply knowledge of conventions of spoken [Language] to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts AC9L2F8U01	apply features and conventions of spoken [Language] to extend fluency in responding to and creating texts in familiar and unfamiliar contexts AC9L2F10U01
apply understanding of grammatical structures and expressions to compose and respond to texts AC9L2F8U02	apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and/or ideas AC9L2F10U02
reflect on similarities and differences between [Language] and English language structures and features, using metalanguage AC9L2F8U03	reflect on and evaluate [Language] texts, using metalanguage to analyse language structures and features AC9L2F10U03
Sub-strand: Understanding the interrelationship of language, culture and identity	
reflect on how language Custodians pass down knowledge and cultural norms from generation to generation AC9L2F8U04	understand and apply protocols associated with language learning, language using and language building AC9L2F10U04
reflect on and explain how identity is shaped by language, cultures, and County/Place AC9L2F8U05	reflect on and evaluate how identity is shaped by language(s), culture(s) and Country/Place, and how these affect ways of communicating AC9L2F10U05

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