



# Western Australian Curriculum

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

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## Scope and Sequence

## **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: Noongar (Language Revival) – Scope and Sequence P–6

## Communicating

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Socialising</b>	Interact with peers, the teaching team and visiting Noongar Elders and community members, using familiar Noongar language and gestures to greet and farewell; for example, <i>Kaya</i> .; <i>Kaya Miss/Mr Jones</i> .; <i>Boorda/Boordawan</i> ...	Interact with peers, the teaching team and visiting Noongar Elders and community members to exchange greetings using familiar Noongar modelled language and gestures to talk about self and family; for example, <i>Kaya. Naatj noonan kwerl?</i> ; <i>Nganyang kwerl Bob. Naatj noonan kwerl?</i> ; <i>Kaya koolangka. Kaya Miss/Mr ..., noonook moorditj? Kaya ngany moorditj.</i> ; <i>Boorda noonook djinang.</i> ; <i>Boordawan</i> ...  Use protocols and respect terms with Noongar Elders and community members; for example, <i>Kaya maam-yok Merinda ...</i> ; <i>Kaya kongk Ben ...</i> ; <i>Kaya kwoba kabarli.</i>	Interact with peers, the teaching team and visiting Noongar Elders and community members using simple modelled language with gestures to participate in exchanges about self and family; for example, <i>Nginyan noonan moort?</i> ; <i>Nganyang moort baal ...</i> ; <i>Windji noonook nyin?</i> ; <i>Ngany nyin Wellard.</i>  Use protocols and respect terms with Noongar Elders and community members; for example, <i>Kaya maam-yok Merinda ...</i> , <i>Kaya kongk Ben ...</i> , <i>Kaya kwoba kabarli.</i>	Interact with peers, the teaching team and visiting Noongar Elders and community members using simple modelled language with gestures to participate in exchanges about friends and family members; for example, <i>Nginyan noonan moort?</i> ; <i>Nganyang moort baal ... Ngany koodjal djookan-kadak wer keny nop-kadak. Nganyang miyal baalap djedari wer nganyang kaat djoombar baal moorn.</i>	Interact and socialise with peers, the teaching team and visiting Noongar 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>Kaya kooda, naatj noonook warniny? Noonook boorda djenborl-ak koorliny?</i> or in phone conversations; for example, <i>Kaya, windji noonook? Naatj noonook warniny? Naatj noonook worala-kadak?</i> ; <i>Noonook koordakan ngobar-koorl?</i>	Initiate interactions with peers and teacher using Noongar language to share information and join in face-to-face conversations; for example, <i>Kaya kooda. Windji nyin? Naatj djoorap warniny? Kaya kooda. Ngany nyin Boorloo Ngany djoorap djiba-djobaliny wer djenborl waabiny. Noonook?</i>	Initiate interactions with others using Noongar language to relate experiences, express feelings, opinions and personal preferences, and hand signs as appropriate; for example, in face-to-face conversations, <i>Noonook moorditj ka winyarn?</i> ; <i>Ngany winyarn.</i> ; <i>Naadjil?</i> ; <i>Ngany bidibaba. Miyarook ngany waabaka boola boola badjedborl. Yeyi nadjool kakaloorni nganyang djena bwoka wer nookert ngoornt. Naatj nyoondool boorda warn?</i> ; <i>Nyit!</i>
	Participate in simple word games, such as <i>Naatj nidja?</i> (Stepping stones game); <i>Naatj kooda-k nyininy</i> (What's in the bag?) and action songs with lots of repetition and visual support, such as <i>Kaya koolangka, kaya koolangka</i> (Greeting song); <i>kaat, djerdim, boornitj, djena</i> (Head, shoulders, knees and toes)	Participate in simple word games, such as touch challenge, bean bags and hoops, bingo with playing cards, <i>Naatj kooda-k nyininy?</i> (What's in the bag?) and action songs with lots of repetition and visual support, such as <i>Kaya koolangka, kaya koolangka</i> (Greeting song), and <i>Windji yongka, windji wetj</i> (Where is kangaroo/emu etc.?)	Participate in shared tasks and activities that involve following instructions, such as <i>koodjal warn, warn nidja-mokiny, born djilap-ak, djardan, ngany moorditj, barang noonan bibool, bibool wordiny, maar-koorl, born malidji, barang bandang maar-koorl-midi</i> . Make things and cooperate with peers; for example, collecting natural materials with Noongar Elders and community members on an incursion/excursion, sorting materials, listening to instructions and information	Participate in individual and collaborative activities that involve following instructions, asking questions and making statements, and requesting help and permission; for example, <i>Naatj nidja/alidja?</i> ; <i>kaya, yoowart.</i> ; <i>Alidja moorditj maar-koorliny!</i> ; <i>Naatj ...? Windji ...? Nginyan baal ...?</i>  Demonstrate awareness of culturally appropriate traditions	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>Windji boodja, kep, boya? Nidja djookoorn? Barang boola ...; Nidja moorditj warn?</i>  Demonstrate awareness of culturally appropriate traditions	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 <i>Bonar</i> 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 Noongar Elders and community members engage with artefacts, works of art, texts and performance; for example, collaborating and working with Noongar Elders on NAIDOC activities, collecting bush tucker and cooking  Encourage cultural leaders/cultural language leaders to take a leadership role when engaging in collaborative tasks

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	Respond to simple instructions, such as <i>yoowarl koorl, dat nyin, yira yaak, dordong warn, bedik-bedik</i> , with modelled language and gestures	Respond to simple instructions, such as <i>warn koodjal, morlany-morlany yaak, yoowarl koorl, dat nyin, yira yaak, dordong warn, woola!</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>Naatj nidja/alidja? kaya or yoowart, Naatj ...? Windji ...? Nginyan baal ...?</i>	Participate in everyday class activities and routines, such as: <ul style="list-style-type: none"> <li>following instructions and responding to questions and requests; for example, <i>Yanga Miss/Mr ...; kaya or yoowart</i></li> <li>asking permission; for example, <i>Naatj nidja/alidja?</i></li> <li>asking for help; for example, <i>Ngany yoowart kaadatj. Yoowart kaadatj.; Karo waangkan Miss/Mr ...; Ngining ngany Miss/Mr ...</i></li> </ul>	Participate in classroom interactions using rehearsed phrases and sentences to initiate and respond to Noongar used in familiar classroom routines, such as requesting a drink, leaving the classroom or borrowing an item; for example, <i>Ngany koordakan doorak.; Ngany koordakan koona-miya koorl.</i>	Use Noongar to interact and collaborate in games, role play, conversation, surveys, sequencing pictures, matching text to pictures – for example, <i>Windji ...? Yoowarl koorl ... Nginyan baal wama waabiny?</i> – and using hand signs as appropriate	Recognise and use Noongar to interact in all classroom activities and use rehearsed fillers in everyday conversations; for example, <i>Alidja moorditj! Balayi alidja kaalang! Windji kep?</i>
<b>Informing</b>	Discover and identify key information by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written Noongar  Listen to stories from Noongar 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 Noongar Country/Place, listening to stories from Noongar Elders and community members, discovering natural objects, animal tracks, animals of the day/night, birds' nests, bush foods, weather and Noongar seasons; convey understanding by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written Noongar	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 Noongar Elders and community members; share knowledge from incursions and excursions of places in the local area with Noongar names, and learn to read Country/Place; for example, 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, environment, such as <i>bilya-koop</i> (river habitat), <i>marlak-koop</i> (bush habitat), <i>maambakoort/wadarn-koop</i> (sea habitat); classify items or objects by cultural categories, such as Noongar bush foods, Noongar 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 Noongar 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>marawar, djiraly, kongal, boyal</i> (west, north, south, east) and <i>bardook, dookaniny, bokadja, marlap</i> (close to, near, far away, this way); identify suitable areas for fishing, hunting, crabbing, collecting bush foods or medicine	Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts from Noongar 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 Noongar Country/Place, such as places of significance to the Noongar community; research origins and meanings of Noongar words used for suburbs (Balga, Coodanup, Yanchep), towns ( <i>Boorloo, Koombana, Andalap, Boyanap, Wadjemap, Keba Korl</i> ), schools ( <i>Moorditj College, Djidi-Djidi School</i> ), parks, islands, locations (The Spectacles, <i>Walyunga, Bilyariny, Mandaboornap</i> ), street names, buildings ( <i>Bilya Koort Boodja Centre, Boola Bardip</i> ); include compass directions, description, mapping, Dreaming stories

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	Use simple statements, 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>yira</i> (up), <i>ngarda</i> (down), <i>bokadja</i> (over there), <i>maambakoort/wadarn</i> (sea/ocean), <i>moyootj</i> (swamp)	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 Noongar Country/Place, such as the six Noongar seasons – <i>Bonar Kambarang, Djilba, Mookaroo, Djiran, Birak, Boonaroo</i> – including foods available and eaten by Noongar people during the six seasons, and community and daily life	Gather, compare and convey information and supporting details from a range of written, spoken, digital and multimodal texts associated with Noongar Country/Place to suit specific audiences; for example, places of significance to the Noongar community; origins and meanings of Noongar words used for parks, islands, street names, buildings
<b>Creating</b>	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"> <li>participating in scribed and shared writing</li> <li>identifying key Noongar symbols or movements in art and dance, such as animals, birds, tracks and water holes</li> </ul>	Listen to, read and view different real and imaginative texts in Noongar, such as historical stories, photos, images and art works, identifying and making statements about key elements, characters and events; for example: <ul style="list-style-type: none"> <li>locating, recording and interpreting key words and phrases, and locating key points of information</li> <li>reconstructing familiar sentences, unjumbling sentences, completing cloze exercises</li> <li>joining in shared reading and identifying key words</li> </ul>	Participate in and respond to a range of real and imaginative texts in Noongar, interpreting cultural expressions and behaviours; for example: <ul style="list-style-type: none"> <li>identifying key features in Noongar art, dance, Country</li> <li>identifying the main purpose of written text, using picture clues, surrounding key words</li> <li>scanning a text to find key information</li> </ul>	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"> <li>joining in shared writing to extend sentence patterns and familiar sentences</li> <li>planning a writing draft and sharing the draft, edits and final copy</li> <li>locating, recording and interpreting key words and phrases, and locating key points of information</li> <li>identifying key features in Noongar art, dance, Country</li> <li>writing simple modelled statements to describe main characters, events, environment, people</li> </ul>	Share and compare responses to characters, events and ideas, and identify cultural elements in a range of Noongar texts; for example: <ul style="list-style-type: none"> <li>planning a writing draft and sharing a draft, edit, final copy</li> <li>demonstrating understanding of stories, songs, visual design and performance through map sites, landforms, features of a travelling story, songline</li> </ul>

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	Participate in the shared performance of songs or rhymes, for example through miming, role playing Noongar animals, puppet plays, using gestures and actions, using familiar words and patterns, and 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 Noongar 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 or 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"> <li>presenting information that relates to Noongar culture, environment and people, using short sentence structures and familiar vocabulary</li> <li>presenting forms appropriate to younger audiences, such as puppet plays, cartoons, video clips, animation, audio big books</li> </ul>	Create and perform short imaginative texts that allow for exploration and enjoyment of Noongar language and cultural expression and performance; for example, <ul style="list-style-type: none"> <li>presenting own text, works of art or dance to tell a story using visual props and symbols appropriate for Noongar culture and language</li> </ul>	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 work of art to tell a story or stories, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces
<b>Translating</b>	Share familiar Noongar words, sounds and gestures with others	Share simple Noongar expressions, greetings, farewells, sounds and gestures with others; name familiar objects in Noongar using wall charts, visual dictionaries and pictures	Identify elements of Noongar 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 Noongar to English and vice versa, noticing which Noongar words or phrases require interpretation or explanation, such as Noongar 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 Noongar 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>nookert-midi</i> (sleep-thing/bed) and <i>djinang-midi</i> (look-thing/TV)
	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



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<b>Identity</b>	Identify self in relation to own family, class or peer group in an illustrated family diagram/chart	Identify similarities and differences between Noongar 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 Noongar people; for example, designing a Noongar flag, or a diorama or hands-on display reflecting important elements of the Noongar language and community	Identify kin links by working with Noongar 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 <i>Wardandi</i> and <i>Balardong</i> communities – using, for example, charts, flow charts or Venn diagrams
<b>Reflecting</b>	Begin to notice how Noongar sounds different when speaking, singing a song or hearing it spoken by others	Notice ways of speaking in Noongar that appear different from 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 Noongar 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 Noongar peoples	Compare ways of communicating in English and Noongar-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

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<b>Systems of language</b>	<p>Recognise and experiment with reproducing the different sounds of Noongar, including:</p> <ul style="list-style-type: none"> <li>vowels: <i>a, aa, e, i, o, oo</i> sounds are consistently the same <ul style="list-style-type: none"> <li><i>a</i> – as in but</li> <li><i>aa</i> – as in car</li> <li><i>e</i> – as in ten</li> <li><i>i</i> – as in hit</li> <li><i>o</i> – as in jaw</li> <li><i>oo</i> – as in book</li> </ul> </li> </ul> <p>Recognise the spelling and writing of Noongar words using the Marribank orthography and through sound charts and visual alphabet charts</p>	<p>Recognise and learn the different sounds of the Noongar language and link these to written symbols on Noongar sound charts</p> <p>Recognise that some sounds in English are not in Noongar, including Marribank vowels, consonants and digraphs, and practise:</p> <ul style="list-style-type: none"> <li>long and short vowels</li> <li>consonants/digraphs: soft and hard sounds <i>b, bw, d, dj, dw, k, kw, l, -ly, m, n, ng, ny, -p, r, -rd-, -rl-, -rn, rt, -t, -t, tj, w, y</i></li> <li>producing sounds blowing a paper or feather</li> <li>sound rhymes with actions</li> </ul> <p>Become aware that sounds are not the same as in English; for example, Marribank orthography does not use the English symbols u, s, x, z, ch, sh, th, wh</p>	<p>Reproduce the sounds and rhythms of spoken Noongar, understanding that although Noongar and English use the same alphabet, there are different sounds in Noongar, and link these to written symbols; for example:</p> <ul style="list-style-type: none"> <li>vowels: <i>a, aa, e, i, o, oo</i>, sounds are consistently the same</li> <li>consonants: soft and hard sounds <ul style="list-style-type: none"> <li>practise producing sounds, blowing paper or feather, feeling air near lips, up and down tongue motions, feel throat vibrating</li> </ul> </li> <li>unfamiliar digraphs, such as <ul style="list-style-type: none"> <li><i>bw</i> – similar to <i>bwana</i> – <i>bwoka</i></li> <li><i>dw</i> – similar to twitch – <i>dwert</i></li> <li><i>kw</i> – similar to quiet – <i>kwenda</i></li> <li><i>-ly</i> – as in million</li> <li><i>ng</i> – as in sing</li> <li><i>ny</i> – as in onion</li> </ul> </li> </ul>	<p>Identify and explain Noongar 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"> <li>long and short vowels; for example, <i>nop, noonook; kaat, babitj</i></li> <li>aware of rules for beginning, middle and final consonants; for example, <ul style="list-style-type: none"> <li><i>b- and -p</i>, as in <i>boorn, keba, maap</i></li> <li><i>d, rd, -rt and -t</i>, as in <i>darp, maada, kaarda, moort, kaat</i></li> <li><i>dj and tj</i>, as in <i>djena, windji, moorditj</i></li> </ul> </li> </ul> <p>Notice onomatopoeia – words formed from a sound associated with what is named; for example, <i>kaditj-kaditj</i> (noise of car), <i>djidi-djidi, kaa-kaa, waardong</i> (noise of birds), <i>djinkitj</i> (noise of mosquito) <i>bedik-bedik</i> (quiet/softly)</p> <p>Practise sounding syllables using actions, rhymes; for example:</p> <ul style="list-style-type: none"> <li><i>ba babitj</i> (x2)</li> <li><i>babitj bardanginy</i> (x2)</li> </ul>	<p>Experiment with the pronunciation of vowel sounds, word endings <i>-iny, -ngat, -ool</i>, 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"> <li>practise the retroflex sounds, feel tongue <ul style="list-style-type: none"> <li><i>-rd-</i> like saying <i>d</i> with tip of tongue turned back</li> <li><i>-rl-</i> like saying <i>l</i> with tip of tongue turned back</li> <li><i>-rn-</i> like saying <i>n</i> with tip of tongue turned back</li> <li><i>-rt-</i> like saying <i>t</i> with tip of tongue turned back</li> </ul> </li> </ul> <p>Continue to practise sounding syllables</p> <p>Classify words into syllable groups, such as one, two, three, three+ syllables; for example:</p> <ul style="list-style-type: none"> <li>two syllables <ul style="list-style-type: none"> <li><i>dje na,</i></li> <li><i>win dji,</i></li> <li><i>moo rditj</i></li> </ul> </li> </ul>	<p>Experiment with intonation patterns and notice variations in pronunciation of different speakers; discuss Noongar dialects and historical pronunciations, such as Northern Dialect (includes <i>Wadjak, Yuat, Balardong</i>), South East Dialect (includes <i>Minang, Koreng</i>), South West Dialect (includes <i>Wardandi, Bibelmen</i>)</p>	<p>Distinguish and produce the speech sounds of Noongar 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"> <li>becoming aware of common nouns; for</li> </ul>	<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 Noongar, with extensive support, through word-formation processes, and recognise and use simple language structures, including:</p>	<p>Expand vocabulary in Noongar, with some support, through word-formation processes, and recognise and use simple language structures, including:</p>	<p>Expand vocabulary in Noongar, 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, <i>ngany, moort, barna</i></p> <ul style="list-style-type: none"> <li>noticing common pronouns to identify people; for example, <i>ngany, noonook</i></li> <li>repeating greeting – <i>kaya</i></li> <li>repeating farewell – <i>boorda</i></li> <li>responding to non-verbal commands or instructions, with gestures – <i>dat nyin, djinang, yoowarl koort, nganop</i></li> </ul>	<ul style="list-style-type: none"> <li>noticing and using nouns for self, family, animals, day/night; for example, <i>ngany, moort, barna, kedala/kedalak</i></li> <li>responding to non-verbal and verbal commands or instructions, with gestures, such as line up, make a circle, get into pairs, pack up; for example, <i>moorlany-moorlany, dordong warn, warn koodjal, bibool wordiny</i></li> <li>noticing word order for present tense, such as (noun, nominative pronoun, location-affix, verb); for example, <i>Wetj baal boya-k yaakiny</i></li> <li>noticing and using common singular pronouns for people, animals and things, such as I, he/she/it, you; for example, <i>ngany, baal, noonook</i></li> <li>noticing common plural pronouns, such as we, they; for example, <i>baalap, ngalak</i></li> <li>noticing common adjectives for size, such as <i>koomba, nyit</i> (big, little)</li> <li>noticing possessive pronouns <i>noonan</i> (your) and <i>nganyang</i> (my)</li> <li>noticing use of interrogative pronouns, question words, what, where; for example, <i>Naatj nidja?</i></li> </ul>	<ul style="list-style-type: none"> <li>noticing and using nouns for content, such as day/night, birds, weather and uses of water</li> <li>becoming aware of word order for present tense, such as (noun, nominative pronoun, location-affix, verb); for example, <i>Dwert baal boya-k yaakiny; Ngooni baal kep-ak yaakiny</i></li> <li>using common singular and plural personal pronouns for people and animals; for example, <i>ngany, noonook, baal, baalap, ngalak</i> (<i>Baalap waangkaniny. Ngalak djakoortliny.</i>)</li> <li>understanding demonstrative pronouns, such as this, that; for example, <i>nidja, alidja</i>, (<i>Nidja yongka. Alidja koomba yongka!</i>)</li> <li>understanding the use of possessive pronouns, for example, <i>noonan</i> (your) <i>Naatj noonan kwert?</i>; and <i>nganyang</i> (my) <i>Alidja nganyang dwert!</i></li> <li>noticing and using interrogative pronouns and question words, such as what, where, who?; for example, <i>Naatj, Naatj baal warniny? Windji/Windja, Windji/Windja baal koortliny? Nginyan, Nginyan kep-ak yaakiny?</i></li> <li>using simple modelled questions and statements</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>understanding the reduplication of nouns, double nouns, plurals; for example, <i>djidi-djidi, kaa-kaa, kaditj-kaditj, maam-yok, koolang, koolangka</i> (child, children), <i>yok, yoka</i> (woman, women)</li> <li>understanding and using some common singular, plural and demonstrative pronouns</li> <li>understanding and building on the use of interrogative pronouns, (question words), such as What?, Where? Who?; for example, <i>Naatj noonook warniny? Windji/Windja baalap waabiny? Nginyan kep-ak djiba-djobaliny?</i></li> <li>using simple, commonly used adjectives, colours, numbers</li> <li>understanding and using commonly used quantifiers, such as lots, good, slowly, fast; for example, <i>boola, moorditj, dabakarn, kert-kert</i></li> <li>noticing enhancing qualifiers used with a verb, for example, <i>nookert-ngoortdiny, kakarook-koortliny</i></li> </ul>	<ul style="list-style-type: none"> <li>noticing and using nouns in contexts such as naming the Country and compass directions <i>djiraly, kongal, boyal, marawar</i> (north, south, east, west); roles of family members; history and meaning of local, NAIDOC and Aboriginal flags; developing informational text on details about a plant, such as where it grows, season, type of food or medicine; developing informational text on details about an animal, bird, or fish, such as life cycle and food chains</li> <li>understanding and using some common singular, plural, demonstrative and interrogative pronouns</li> <li>becoming aware of and building on the use of quality or state adjectives (feelings), such as sad, happy, tired, hungry, thirsty; for example, <i>winyarn, djoorabiny, kaboort-wirt, bidibaba</i></li> <li>understanding and using adverbs of time and place</li> <li>understanding and using verbs in the present tense and developing an increasing awareness of the imperative and the future tense</li> <li>developing an understanding of habitual continuous verb tense; for example,</li> </ul>	<ul style="list-style-type: none"> <li>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 (for example, <i>doorka, biroona, nandat, wiridi, koolamwin</i>); 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, sandals, boomerang, digging stick, coolamon)</li> <li>recognising plural nouns, such as <i>maar/maara, djen/djena</i> (hand/hands, foot/feet), and possessive nouns, such as <i>miki-mikang, kaal-kaalang</i> (moon/moon's, fire/fire's)</li> <li>becoming aware of subject pronouns (nominative), such as <i>Ngany nyininy. Ngalak waangkaniny</i></li> <li>developing an understanding of singular possessive pronouns, such as my/his/her/its; for example, <i>nganyang, baalang, ngalang, Nganyang kooda baal</i></li> </ul>	<ul style="list-style-type: none"> <li>noticing and using nouns in contexts such as our 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 and cooking (if required) local plants for food or medicine</li> <li>extending use of common singular, plural, demonstrative and interrogative pronouns and developing an awareness and understanding of singular, possessive and subject pronouns</li> <li>extending the use of common adjectives and adverbs or quantifiers, including those of quality and state</li> <li>developing an understanding of the conjunction <i>wert</i> (and), and recognising the conjunction <i>ka</i> (or); for example, <i>Noonook barniny ka yekaniny mambakoort-ak-ngat?</i></li> <li>extending the use of verbs in the present tense and increasing an awareness of the imperative and the future, habitual continuous and past tense</li> </ul>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> <li>noticing simple modelled questions and statements</li> <li>noticing words for colour, such as red, blue, yellow (<i>mirda, wooyan, yoont</i>) and numbers one to five (<i>keny, koodjal, dambart, koodjal-koodjal, maar</i>)</li> <li>developing an understanding of common verbs in the present tense, such as moving, playing, standing, sitting; (<i>koorliny, waabiny, yaakiny, nyininy</i>)</li> <li>noticing use of common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>boorn-ngat; bilya-k-ngat</i></li> </ul>	<ul style="list-style-type: none"> <li>noticing simple adjectives as opposite pairs, such as long/short, open/closed, full/empty, fast/slow; for example, <i>woori/woora, koorart, bardaa, didin, moorart, wirt, kert-kert, dabakarn</i></li> <li>noticing simple adjectives, such as good, happy (<i>moorditj, djoorap</i>)</li> <li>extending knowledge of colours, such as green, black, white, grey, orange, pink (<i>nodjam, moorn, djardak, djendal, yoont-mirda, mirda-djardak</i>)</li> <li>extending knowledge of numbers one to ten; for example, <i>maar, maar-keny, maar-koodjal</i></li> <li>noticing commonly used quantifiers, such as lots, good, slowly, fast; for example, <i>boola, moorditj, dabakarn, kert-kert</i></li> <li>using simple action words in present tense, such as <i>waangkaniny, barniny, ngaarniny, doorakiny</i> (talking, walking, eating, drinking)</li> <li>developing an understanding of common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>boorn-ngat; bilya-k-ngat; boodja-k; marlak-ngat</i></li> <li>noticing the use of the affix/suffix <i>-kadak</i> in informal conversations, for example,</li> </ul>	<ul style="list-style-type: none"> <li>developing and understanding adverbs of time, such as always, now, before, sometimes (<i>kalyakoorl, yeyi, kwadjat, benang-benang</i>)</li> <li>becoming aware of the use of demonstrative pronouns as an adverb to indicate place, such as this or here, that, there; for example, <i>nidja, alidja, bokadja</i></li> <li>building on common verbs in the present tense, such as <i>barniny, djakoorliny</i></li> <li>becoming aware of present tense verbs without <i>'iny'</i>, such as <i>warangka</i> (singing), or when used as a qualifier to enhance a verb, such as <i>nookert-, kakarook-</i></li> <li>becoming aware of the imperative (commands); for example, <i>yira yaak yalakitj, bardang</i></li> <li>noticing informal use of future tense; for example, <i>Boorda noonook djinang!</i></li> <li>building on common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, <i>miya-k, malo-k, kedalak-ngat, maambakoort-ak, dek-ngat</i></li> <li>noticing use of the affix/suffix <i>-kadak</i> (to have) in conversations – for example, <i>Ngany</i></li> </ul>	<p><i>Ngany bilya-k kalyakoorl djiba-djobaliny</i></p> <ul style="list-style-type: none"> <li>noticing compound verbs and the use of the affix/suffix <i>-abiny</i> to show becoming or getting; for example, <i>kaalangabiny</i> (becoming warmer)</li> <li>recognising and understanding common affixes/suffixes for direction, such as to and from, purpose, with or use, such as <i>bilya-koorl</i> (towards the river), <i>miy-ool</i> (out of the house), <i>kitj-al</i> (with a spear), <i>mereny-ak</i> (for food)</li> <li>noticing and using the dual purpose of the affix/suffix <i>-kadak</i> (with/to have) in conversations; for example, <i>Baal kooda-kadak waabiny.</i> (She friend-with playing); <i>Naatj mereny noonook-kadak ngaarn?</i> (What food you-have to eat?)</li> <li>noticing the use of compound verbs and the use of the suffix/affix <i>-abiny</i> to show becoming or getting, for example, <i>Ngany balyanabiny.</i> (I'm wet becoming/getting.); <i>Baal koondardabiny.</i> (It's becoming cloudy.)</li> </ul> <p>Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences</p>	<p><i>djenborl waabiny. Baalang kabarli baal kaditj-kaditj-ak yalakidjiny</i></p> <ul style="list-style-type: none"> <li>understanding and using common adjectives and quantifiers, including those of quality and state; for example, <i>woorabiny, koorardabiny</i> (longer, shorter), <i>kaalang, nyidiny</i> (hot, cold).</li> <li>using adverbs of time and place; for example, <i>yeyi</i> (now), <i>boorda</i> (later)</li> <li>understanding and using qualifiers used with a verb; for example, <i>Ngalang kooda-kadak nidja nookert-ngoornidiny.</i></li> <li>understanding and using the dual purpose of the affix/suffix <i>-kadak</i> (with/to have); for example, <i>baalap kalyakoorl koorlaka ngardanginy dwert-kadak yongka-ngat; Yeyi, naatj noonook worala-kadak?</i></li> <li>developing an awareness of the simple conjunction <i>wer</i> (and); for example, <i>wer Maambart wer koolangka baalap boorda djildjit koorliny.</i></li> <li>understanding and using the verb <i>nyininy</i> where it may mean sitting or living</li> <li>developing and understanding the use of the suffix/affix <i>-abiny</i>, to show becoming or getting; for example, <i>Yongka baal djirangabiny.</i> (Kangaroos are getting fatter.)</li> </ul>	<ul style="list-style-type: none"> <li>developing an understanding of the use of the modal verb 'will', as used in the future tense; for example, <i>Boorda nyoondool warn? Boorda ngadjool/nadjoor mereny ngaarn.</i></li> <li>building on compound verbs and the use of the suffix/affix <i>-abiny</i> to show becoming or getting; for example, <i>Ngany balyanabiny.</i> (I'm wet becoming/getting.)</li> <li>extending the use of common affixes, including locational and directional affixes/suffixes, such as in, on, at, to, from, purpose, with, use for</li> <li>understanding and using the dual purpose of the affix/suffix <i>-kadak</i> (with/to have) in conversations</li> <li>understanding and using the dual purpose of the verb <i>nyininy</i></li> <li>recognising similarities and differences between Noongar and English, including noticing features of singular or plural nouns. For example, in Noongar, some nouns do not change form as the nominative or marker pronoun (<i>baal</i> or <i>baalap</i>) in a sentence will indicate if the noun is singular or plural; however, some nouns add an affix/suffix to</li> </ul>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p><i>kooda-kadak waabiny</i> (playing with friends)</p> <ul style="list-style-type: none"> <li>noticing English verb 'to be' (is, are, am, am not) is not in the Noongar language</li> <li>noticing the dual meaning of the verb <i>nyininy</i>; for example, <i>Yongka baal djooraly-ak nyininy</i>. (Kangaroo is sitting in the grass.) and <i>Yongka baal marlak-ngat nyininy</i>. (Kangaroo lives in the bush.)</li> </ul>	<p><i>koodjal dwert-kadak</i> – and in descriptive language –<i>baal koodjal-koodjal maada-kadak</i>.</p> <ul style="list-style-type: none"> <li>noticing use of affix/suffix for habitat/environment; for example, <i>boodja-koop, marlak-koop</i></li> <li>noticing that the English verb 'to be' is not in the Noongar language</li> </ul> <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 Noongar for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective</p>	<p>Begin to develop a metalanguage in Noongar for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective</p>	<ul style="list-style-type: none"> <li>understanding and using verbs in the present tense, and developing an increasing awareness of the imperative and the future and habitual continuous tense</li> <li>developing an understanding of the past tense and noticing its use of the affix <i>-aka</i> and optional word order; for example, <i>Koomool baal djandangaka boorn-ool. Yongka baal marlak-ngat bardangaka, bardangaka</i>.</li> <li>noticing and using compound verbs using the affix/suffix <i>-abiny</i></li> <li>extending the use of common suffixes/affixes; for example, direction, such as <i>to</i> and <i>from</i>; purpose, <i>with</i> or <i>use</i>, such as <i>bilya-koorl</i> (towards the river), <i>kitj-al</i> (with a spear), <i>mereny-ak</i> (for food); and building on the use of <i>-koop</i> to indicate habitat.</li> </ul> <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 Noongar for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective</p>	<p>show plural, such as <i>koolang/koolangka, yak/yoka</i></p> <ul style="list-style-type: none"> <li>recognising that word order is fixed for most tenses; for example, present tense, <i>Kabarli baal boorn-ak-ngat nyininy</i>, and imperative, <i>Barang nganyang bibool!</i></li> <li>noticing prepositions that in English are small single words – such as <i>in</i>, <i>on</i>, <i>at</i>, and <i>with</i> – in Noongar are mostly affixes/suffixes attached to nouns/pronouns; for example, <i>Kongk baal darap-al daatj borniny</i>. (Uncle is cutting meat with a knife.)</li> </ul> <p>Build on a metalanguage in Noongar for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective, adverb</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Recognise that stories are told in different ways in Noongar, such as Noongar Elders yarning, song, dance, music, sand paintings	Identify that, in Noongar, 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 Noongar, 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 Noongar stories, paintings, songs and dances is 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 imperatives 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 Noongar people have a personal relationship with language and Place	Recognise that Noongar people have their own personal relationships with animals and the environment	Identify which Noongar stories belong to which natural features, animals, plants and land, and recognise their significance, such as <i>Boodjin Boya</i>	Recognise and discuss links between people, stories and Noongar 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 Noongar 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 <i>Yirra Yaakin</i> and several Noongar Cultural groups
<b>Language variation and change</b>	Recognise that there are different ways of greeting and interacting with people; for example, <i>Kaya Mr Smith, noonook moorditj? Kaya.</i>	Recognise that different words and language forms are used to address or communicate with different people; for example, <i>Kaya nganyang Kabarli, noonook moorditj? Kaya kooda, moorditj?</i>	Recognise that different words and language forms are used to address or communicate with Noongar Elders and community members to those used with family and school, and are determined by the context of use; for example, <i>Moyran, naatj noonook warniny? Warn baal yeyi!</i>	Understand that a young person learning language will have different intonation and pronunciation than a Noongar Elder	Understand that Noongar speakers may sound different as they grow older; for example, some endings or affixes become very soft	Understand that there are variations in Noongar as it is used in different contexts by different people, such as formal or informal usage and dialect differences; for example, <i>Wardandi, Minang, Wadjak</i>	Recognise that Noongar is used differently in different contexts and situations, such as <i>nyininy</i> which is used for living and sitting; for example, <i>Maaman baal kaditj-kaditj-ak nyininy. Djerap baalap boorna-ak-ngat nyininy.</i>  Recognise that the affix <i>-kadak</i> may be used as a verb or a proprietive affix; for example, <i>Baal dwert-kadak barniny. Yeyi worl baal boola koondart-kadak.</i>
	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, Noongar, Wajarri, Indonesian and 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</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  Notice that Noongar words in the local environment may not be written with the Murrumbidgee orthography	Recognise that language and culture continually change as a result of contact with other languages and culture	Recognise that languages change over time



	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Notice that Noongar words in the local environment may not be written with the Marribank orthography			
<b>Language awareness</b>	Recognise that many languages are spoken at school and in the community	Recognise Noongar language in the environment in welcome signs, parks, street names and classroom names; for example, <i>kaya</i> , <i>djidi-djidi</i> , <i>yongka</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 Noongar; for example, current usage, revival plans, generational differences	Investigate ways Noongar is used in the local region and in the wider Australian community; for example: <ul style="list-style-type: none"> <li>Noongar radio</li> <li>ABC TV introduces an Elder or community member to discuss a new season with visual support</li> <li>the West Australian publishes a Noongar word daily</li> <li>Noongar signage at Optus Stadium and Perth Airport</li> </ul>	Explain the importance of reviving Aboriginal languages and Torres Strait Islander languages for communities and the broader Australian community
	Understand that Noongar language belongs to Noongar people	Demonstrate respect and appropriate behaviours in the presence of Noongar 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
<b>Role of language and culture</b>	Identify which stories belong to which natural features, animals and plants	Recognise that culture – including ways of cooking and hunting, greetings, symbols, flag and colours – is essential to life and is shared by generations	Notice how respect for Noongar Elders and Country/Place is built into language  Develop a short Welcome to or Acknowledgement of Country	Recognise that the Noongar 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 Noongar contains values held about the land, water and sky, for example in expressions and concepts such as Caring for Country – knowledge held by Noongar Elders and passed through generations

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Role of language building</b>	Recognise the importance of listening to and engaging with Noongar Elders and community members to learn Noongar songs, games and stories	Recognise the importance of sharing Noongar activities with Noongar Elders and community members, such as inviting Noongar 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 Noongar on Noongar Country benefits everyone	Identify language-building efforts in the Noongar community; for example, Noongar in schools, festivals, Noongar language centres and adult classes, and the publishing of Noongar stories and dictionaries	Explain the protocols for language building, developing language resources and language usage in the community	Identify and locate available Noongar language resources suitable for language building; for example, living speakers and visual, aural and written material	Locate and learn about Noongar language-building efforts in the community and the role these efforts play; for example; <ul style="list-style-type: none"> <li>• Noongar language centre</li> <li>• Local history museum</li> <li>• Elders and community members writing or producing their own stories, art, music, dance, theatre</li> </ul>
	Recognise that new songs and games can be formed by working with Noongar Elders and community members	Recognise that new Noongar words can be formed from within the language rather than borrowing from other languages; for example, <i>dwert-mokiny, nookert-midi</i>	Use Noongar at school and in the wider community, such as at school assemblies, interschool events and festivities	Understand how Noongar was recorded in the past, by whom and for what purpose, and illustrate on a timeline	Understand the techniques of how Noongar was recorded in the past, what this means to Noongar people and how it has affected the current representation of Noongar; 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 in Noongar; for example, sounds misheard, meanings misunderstood, or recordings made in different Noongar Country, such as South East, South West, or North	Promote the use of Noongar by teaching the language to younger students within schools and communities



# Western Australian Aboriginal Languages: Noongar (Revival) – Scope and Sequence 7–10

## Communicating

	Year 7	Year 8	Year 9	Year 10
<b>Socialising</b>	Engage with peers, the teaching team, visiting Noongar Elders and community members using rehearsed language to exchange information about personal interests and experiences on Country/Place  Use Noongar protocols (verbal and non-verbal) when interacting with Noongar Elders and other adults; for example, <i>Kaya Birdiya, kaya nganyang kooda.; Nganyang kwerl (Tina); Nganyang moort baal Williams.; Ngalak Balardong moort, bardook Brookton nyininy.; Ngany keny djook-kadak wer keny ngooni-kadak.; Ngany maar-maar keny-kadak wer ngany djoorap djiba-djobaliny wer dookerniny.</i>	Maintain interactions with peers, the teaching team, visiting Noongar 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 Noongar, such as <i>naatj, windji/windja, nginda, ngiyan, naadjil, yaanmen</i> , together with non-verbal gestures on topics; for example, <i>Boorn menditj-ak: Kabarli, ngany winyarn koboort-kadak!</i> (use gestures) <i>Naatj boorn baal moorditj winyarn koboort-ak? Kabarli – ‘kondil yowala-kep.’; Windji ngany wart nidja boorn, marlak-ngat ka bilya-k-ngat? Kabarli – ‘marlak-ngat, noonook doorak yowala-kep.’; Nyoondool ngany-kadak marlak-koorl?; Kabarli – ‘kaya’.; Yanga/Kaya kabarli.</i>	Initiate and maintain interactions with peers, the teaching team, visiting Noongar 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 Noongar is expressed in unexpected ways: <i>Kaya Birdiya, kaya kooda. Miyarook ngalak yekanaka ngobar-ak wedjang yookil wer nala.; Naadjil noonook wedjang koril wer nala? Naadjil noonook djiba-djobal-boort?; Miyarook worala baal nyidiny-djil wer maambakoort-ak baal koomba ngiyaanga-kadak. Ngany koordakanaka barang boola yookil wer nala nganyang boodja-dek-ngat.; Noonook yookil wer boola nala barang?; Kaya.</i>	Initiate and participate in sustained and extended interactions with peers, the teaching team, visiting Noongar 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; for example, <i>Worala walak yidjow.; Naatj baal boodja-k, kep-ak, maambakoort-ak wer djildjit, marlak-ngat, boorn-ak, dek-ngat wer worala-k yedjenaniny?; Naatj doora ngalak warn?; Yaanmen ngalak nginginy?; Koora-koora naatj ngalang nyedingkal warn kaaratj boodja-k, kep-ak, boorn-ak, barna-k, djerap-ak?; Waangkan ngalang Birdiya-kadak!</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, using Noongar 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 Noongar language spontaneously, such as giving and following instructions to cook bush tucker or make artefacts, using hand signs as appropriate; for example, <i>Noonook koodjal, barang boola bilara balk-ool kaal-ak warn. Noonook koodjal yoka barang djeroong, djari, djalam, nyongang wer kep kaditj-kaditj-ool. Yoorang yoorang djeroong wer djari nidja koolyangarda-mokiny. Wirt djalam, ngonyang wer nyit kep nidja mereny warn. Djookoorn bwora boondjat-bibool, djookoorn kaal-ak wer yalakitj baalany dookern! Ngaarn baalany! Baal moorditj!</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, art or craft exhibition – using Noongar spontaneously and sharing responses and reactions	Contribute ideas and suggestions in interactions related to collaborative activities, such as organising a forum, role play, festival, music or cultural event, to support and promote well-being and community development, and exchange resources and information  Use culturally appropriate norms and skills when engaging with and learning from visiting Noongar 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>Birdiya, ngany yoowart kaadatj. Karo waangkan.; Naatj nidja?; Yaanmen ngany maar-koorl ...?; Naatj Noongar worayin ...-ak ...?; Alidja kwobadjil maar-koorliny wer Noongar waangkaniny!</i>	Participate in class activities and interactions by asking and answering questions, making suggestions, seeking clarification and complimenting other’s contributions; for example, <i>Birdiya, mining ngany computer warn?; Mining ngany moyran-kadak waangkan nidja Bonar-ak?; Birdiya, weekend-ngat ngany koorkala kongk-kadak yongka ngardanginy.; Mining nganyang ngardanginy kooda-kadak yang.; Kwobadjil!</i>	Respond to and use Noongar in routine classroom exchanges to make suggestions, seek clarification, praise or compliment; for example, <i>Alidja woori/woora waangkan bibool Tanya!; Warn/Maar-koorl malidji noonan-ak waangkan.; Bill, dima waangkan.; Yeyi alidja kwoba!; Noonook nakolak-kadak!</i>	Use Noongar in class activities to question, make suggestions, seek clarification, participate in reflective activities, apologise, praise or compliment one another, such as <i>Nyoondool waangkan Birdiya Jayden-kadak kakarook warn?; Kalyakoorl koordakayin Noongar Birdiya nakolak-ngat wer waangkaniny.; Woma koordakayinyool baal moorditj bidi dalang! Winyarn! Ngany yoowart aliny doora waangkan/maar-koorl! Nadjool noonook nginginy.</i>

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<b>Informing</b>	Access and summarise key information from a range of sources on topics related to Noongar Country/Place by predicting meaning using picture clues, surrounding key words, and visual and auditory clues	Access, summarise and share key information and supporting details from a range of sources on topics related to Noongar Country/Place; for example, to explain how artistic expression relates to land, water, sea, sky, people, animals, plants, and social and ecological relationships	Analyse ideas and information from a range of sources, such as historical documents, Elders and community members; for example, to explain the origin, meaning and significance of local place names and features	Analyse and evaluate ideas and information from a range of sources on a variety of topics and issues related to Noongar Country/Place, and classify into categories identifying the content, purpose and intent of the writer
	Convey information about Noongar 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 or annotations	Organise and present information and ideas about Noongar 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 Noongar Country, or developing an interactive presentation with images and sounds for younger children that highlights the benefits of maintaining and strengthening Noongar language	Convey information and ideas and offer own views on Noongar 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 Noongar community that explains the origin, meaning and significance of local place names and features	Convey information, comments and perspectives on Noongar 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 from Noongar Country, including interviews and quotes from Noongar Elders and important community people
<b>Creating</b>	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, 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 Noongar 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 commentary; for example, in performances by the Wadumbah Indigenous Dance Group, Middn Marr Dreaming dancers and Boorloo Aboriginal Cultural Experiences
	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 artworks and performances, using symbols and techniques appropriate to Noongar 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
<b>Translating</b>	Translate and interpret short texts, such as narratives, song lyrics, dialogues or posters, from Noongar 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 Noongar to English and vice versa, comparing own interpretations with those of others, and discuss what is different and why	Translate and interpret texts from Noongar to English and vice versa, identifying and explaining cultural-specific contexts, practices and expressions in Noongar 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 Noongar 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 and culturally 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 Noongar 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 Noongar language and culture; for example, displays at school, community or shopping centres, or bilingual video or photographic displays to showcase events and shared experiences, such as bush trips, incursions, excursions or festivals	Co-create bilingual texts to inform the wider community or a specified audience about aspects of Noongar language and culture; for example, a musical, role play, or theatre performance in Noongar with English commentary and supporting explanations	Co-create bilingual texts to inform the wider community or a specified audience about aspects of Noongar language and culture using subtitles, captions or digital texts to showcase songs, dialogues, events and shared experiences

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<b>Identity</b>	Consider how their own life experiences, such as family origins, traditions, interests and experiences, shape their sense of identity and ways of communicating; for example, <i>Nganyang kwerl Mindi. Nidja nganyang kabarli, baal English wer nidja moyran, baal German. Miya-k-ngat ngalak English wer German waangkaniny. Kabarli baal djoorap dookerniny wer baalang mereny moorditj ngaarn!</i>	Consider and create spoken, written or multimodal texts to show how their own life experiences, such as family origins, traditions, interests and experiences, 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 Noongar 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 well-being of Aboriginal and Torres Strait Islander peoples; for example, group identity expressed through flags, Welcomes and Acknowledgements to Country, Indigenous rounds in sporting leagues, wearing Indigenous designs and colours, dual language signage in public places
<b>Reflecting</b>	Reflect on own reactions to intercultural interactions with Noongar Elders and community members and use these reflections to identify and discuss the main aspects of Noongar which could benefit from language building; for example, when analysing and discussing historical sources used in language building, or when interviewing and recording Noongar speakers	Understand challenges in developing new words and structures for Noongar and how these words might be developed within the existing resources of the Noongar language; for example, trying out ways of making new words under the guidance of a Noongar specialist or an Elder	Engage with local Noongar 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 Noongar texts, preserving resources developed at school, or developing a variety of resources for younger or future students of Noongar language	Investigate programs and initiatives that serve to maintain and strengthen language use; for example, Noongar 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
<b>Systems of language</b>	<p>Investigate and apply the sound patterns in Noongar, including:</p> <ul style="list-style-type: none"> <li>recognising the consonant and vowel sequences applied to syllable patterns, such as cv/cvc (consonant-vowel/consonant-vowel-consonant) as in <i>kwo rdi lyang</i></li> <li>understanding and using final sounds where the spelling changes; for example, <ul style="list-style-type: none"> <li><i>b-</i> and <i>-p</i> as in <i>boorn, keba, 16ap</i></li> <li><i>d-</i>, <i>-rd-</i>, <i>-rt</i> and <i>-t</i> as in <i>darp, maada, kaarda, moort, kaat</i></li> <li><i>dj-</i> and <i>-tj</i> as in <i>djena; windji; moorditj</i></li> </ul> </li> <li>recognising consonant clusters, <i>-ngk</i> as in <i>yongka, koolangka</i>, and <i>-ngw</i> as in <i>malyangwin</i></li> <li>recognising that digraphs, such as <i>kw, ng, oo</i> and <i>ly</i>, are one sound</li> <li>noticing that in Noongar, stress is placed on the first syllable</li> </ul> <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 Noongar, including:</p> <ul style="list-style-type: none"> <li>using syllables, word-final sounds, clusters and stress</li> <li>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)</li> <li>recognising and understanding uncertain or missing sounds or glides, such as in <i>Birdiya, wowaka, kebeyen</i></li> <li>using key Noongar features to predict meaning, communicate information and extend oral and written texts</li> </ul>	<p>Increase awareness and use of Noongar features in both oral and written texts, including:</p> <ul style="list-style-type: none"> <li>using oral interactions in unfamiliar contexts to build fluency and accurate pronunciation of more complex syllable combinations</li> <li>extending the use of stress, intonation and rhythm</li> <li>extending written skills by applying knowledge to unfamiliar texts</li> </ul>	<p>Use metalanguage to explain sound and writing systems and grammatical structures in Noongar</p> <p>Identify similarities in sound systems of related languages, such as Noongar, Wajarri and Wangkatha</p> <p>Explain the relative consistency of Aboriginal languages and Torres Strait Islander languages when spelling words, as compared to English</p> <p>Use knowledge of alphabetic conventions for Aboriginal languages and Torres Strait Islander languages to transcribe spoken texts from own Noongar dialect and a neighbouring dialect, such as Wadjak and Wardandi or Dordenap, or even a neighbouring language such as Wajarri or Wangkatha</p>
	<p>Generate language for a range of purposes in simple spoken and written texts, expanding context-related vocabulary and applying elements of the Noongar grammatical system, including:</p> <ul style="list-style-type: none"> <li>noticing and using singular and plural nouns in such contexts as <ul style="list-style-type: none"> <li>healthy lifestyles</li> <li>NAIDOC and the local community</li> <li>the night sky and stars</li> <li>the moon and tidal effects</li> <li>mapping local, country and regional areas</li> <li>the sea as a source of food and sea food chains</li> </ul> </li> <li>extending the use of common singular, plural, demonstrative and possessive pronouns</li> <li>identifying and using interrogative pronouns <i>naadjil, nginda, ngalan</i> (why, when, how many)</li> <li>extending the use of commonly used adjectives of size, shape, colour, quality or state</li> <li>using adjectives such as <i>djool</i> and <i>balyan</i> to illustrate opposites</li> </ul>	<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 Noongar grammatical system, including:</p> <ul style="list-style-type: none"> <li>noticing and using singular and plural nouns in such contexts as <ul style="list-style-type: none"> <li>roles of extended family members</li> <li>hunting or cooking procedures for different meat, and ways of cooking different foods</li> <li><i>boorn warn-midi-k</i> – plants for tool making</li> <li>the sea as a source of food and sea food chains</li> <li>times of the day (24 hours) dawn-dusk-dawn, and their features, and timelines and charts</li> <li>identifying the relationship within a specific environment between plants, animals, birds and insects</li> </ul> </li> <li>identifying nouns which can be derived from verbs and vice versa, such as <i>waap/waabiny, yekan/yekaniny</i></li> </ul>	<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 Noongar grammatical system, including:</p> <ul style="list-style-type: none"> <li>noticing and using nouns in such contexts as <ul style="list-style-type: none"> <li>seasonal changes</li> <li>traditional and contemporary lifestyles</li> <li>Dreaming stories from specific Country/Place</li> </ul> </li> <li>using specific vocabulary to extend topics, such as types of birds, kangaroos, goannas, snakes, insects</li> <li>extending the use of common singular, plural, demonstrative and possessive pronouns</li> <li>identifying and using singular and plural subject and object pronouns</li> <li>developing an understanding of the use of the question or interrogative pronoun 'how', <i>yaanmen</i>; for example, <i>Yaanmen baal warnaka nidja koomba kaal?</i></li> <li>identifying and understanding the ergative noun suffix, <i>-il, -l</i>; for example, <i>Dwert-il baal</i></li> </ul>	<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 Noongar grammatical system, including:</p> <ul style="list-style-type: none"> <li>increasing use of nouns in such contexts as <ul style="list-style-type: none"> <li>historical events</li> <li>biographies of Elders or Noongar identities in fields such as sport, creative arts or literature</li> <li>a range of texts to analyse and identify significant grammatical elements</li> </ul> </li> <li>identifying and understanding that the base words for many virtues are <i>koort</i> (heart) and <i>kaat</i> (head); for example, <i>koordookayin</i> (respect), <i>koorda kwoba</i> (kindness), <i>doora kaadaka</i> (confidence)</li> <li>building on the use of the ergative noun suffix <i>-il</i> or <i>-l</i></li> <li>identifying and understanding the use of the subject or object in a sentence; for example, <i>Maaman-il baal baamaka dwert.; Ngaangk-il baal mereny dookerniny.</i></li> </ul>



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	<ul style="list-style-type: none"> <li>building on the use of adverbs of direction and time, including <i>yira/ngarda</i> (up/down), <i>bwora/bandak</i> (inside/outside), <i>koorboorli/koodjakat</i> (behind/in front of), <i>kalyakoork/yowardjil</i> (always/never), <i>moolyak/yoodok</i> (first/last)</li> <li>extending the use and understanding of the imperative and common verb tenses, including the habitual, future, present and past tenses</li> <li>building on the use of the modal verb 'will', as in <i>Nadjool djakoork miya-k. Nyoondool waap djenborl?</i></li> <li>extending the use of common suffixes/affixes to identify and understand those for location, place, direction to or from, with and possession, including <i>-kadak</i></li> <li>noticing and understanding the use of the nominal suffix/affix for habitat/environment, such as <i>bilya-koop</i> (river habitat) and <i>maambakoork-koop</i> (sea environment); for example, <i>Kwilena, maamoong baalap maambakoork-koop nyin.</i></li> <li>developing an understanding of the use of the nominal suffix/affix for like/similar to, <i>-mokiny</i>; for example, in <i>biyabeda-mokiny, wiring-mokiny</i> (squid-like, line-like)</li> <li>developing an understanding of the use of the suffix/affix for negative, no or without, such as <i>dwangka-boort</i> (deaf), <i>ngaarn-boort</i> (unable to eat) and <i>bwoka-broo</i> (without a coat), and for verbs such as <i>djinang-boort</i> (don't look)</li> <li>building on the use of the conjunctions <i>wer</i> (and), and <i>ka</i> (or)</li> </ul> <p>Continue to build a metalanguage in Noongar 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"> <li>developing an understanding of singular and plural subject and object pronouns, such as <i>baal/baalany, ngalak/ngalany</i></li> <li>building on the use of adjectives, including those of character and appearance; for example, <i>woomboodin, karang, koorantj</i></li> <li>building on the use of adverbs, including extension of direction; for example, <i>arn, karda werda, bardook, yendoon</i> (over, across, near, underneath)</li> <li>developing an understanding of compound verbs and the use of the suffix/affix <i>-abiny</i> to show becoming or getting; for example, <i>Baal kaalangabiny.</i> (It's hot becoming.)</li> <li>extending the use of modal verbs, including may, might; for example, <i>Mining ngany badjedborl koorl?</i></li> <li>developing an understanding of the use of <i>midi</i> on the imperative or base verbs, such as <i>nookert-midi</i> (sleep-thing/bed) or <i>dookern-midi</i> (cook-thing/pot/pan/utensil, depending on context), to illustrate an unfamiliar Noongar word</li> <li>identifying and extending the use of nominal suffixes/affixes, including the use of <i>-mokiny</i>, as in <i>dwert-mokiny, djowa-mokiny</i> (dog-like, wool-like) and the use of the suffix/affix <i>-koop</i>, as in <i>boodja-koop, moyootj-koop</i> (land habitat, swamp habitat)</li> <li>building on the use of negative suffixes/affixes</li> <li>building on the use of the suffix/affix <i>-kadak</i></li> </ul> <p>Build and extend a metalanguage in Noongar to talk about language using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective</p> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</p>	<p><i>djooraly-ak waabiny. Yoka-l baalap bilya-k-ngat barniny.</i></p> <ul style="list-style-type: none"> <li>extending the use of adjectives</li> <li>building on the use of adverbs of time and place</li> <li>extending the use of verbs in the imperative and the present, past and future tense</li> <li>building on the use of modal verbs, such as would, should; for example, <i>Baal doora koorl menditj-maaman-ak.</i></li> <li>building on the use of compound verbs using the affix/suffix <i>-abiny</i></li> <li>building a bank of unfamiliar Noongar words using the affixes/suffixes <i>-midi</i> and <i>-mokiny</i></li> <li>noticing the use of the nominal suffix/affix for family/group of, such as <i>djerap-mart, minga-mart</i> (bird family, insect family); for example, <i>Koolbardi-l, wardong-il baalap djerap-mart ali boorn-ak nyininy.</i></li> <li>identifying and understanding intransitive verbs, such as <i>koorliny</i> and <i>naariny</i>, which only require a subject in a sentence, and transitive verbs, such as <i>borniny</i> and <i>dookerniny</i>, which require a subject and an object; for example, <i>Djook-il baal daatj dookerniny.</i></li> <li>building on the use of the conjunctions <i>wer</i> and <i>ka</i></li> </ul> <p>Recognise that the same rules of punctuation apply as in English, such as using capital letters and full stops for sentences</p> <p>Continue to extend a metalanguage in Noongar 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"> <li>building on the use of singular and plural subject and object pronouns</li> <li>building on the use of unfamiliar words with the suffixes/affixes <i>-mokiny, -midi</i></li> <li>building on the use of the affixes/suffixes <i>-mart, -koop</i> in topic-specific vocabulary</li> <li>building on the use of the negative suffix/affix <i>-boort</i>, for example <i>djiba-djoba-boort</i></li> <li>building on the use of conjunctions</li> <li>developing an understanding of the use of relative pronouns 'that', 'which' and 'who' (<i>ali</i>, as in <i>Ngany innyg ali boola barna marlak-ngat nyininy</i>) and 'where' (<i>aliny</i>, as in <i>Maaman baal bilya-k boorda koorl aliny baal boola djildjit barang!</i>)</li> <li>developing an understanding of positional objective pronouns (third person only), such as <i>inny</i> (close), <i>baaliny</i> (midway), <i>aliny</i> (far away); for example, <i>Barang yongka! Djookoorn inny nidja!</i></li> <li>developing and understanding the use of intransitive verbs, such as <i>koorliny</i> and <i>naariny</i>, which only require a subject in a sentence, and transitive verbs, such as <i>waabiny</i> and <i>ngardanginy</i>, which require a subject and an object; for example, <i>Kongk-il baalap karda ngardanginy.</i> (The uncles are hunting goanna.)</li> </ul> <p>Recognise that the same rules of punctuation apply as in English, such as using capital letters and full stops for sentences</p> <p>Continue to extend a metalanguage in Noongar to talk about language using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective</p>
	<p>Show understanding of the purpose and roles of various spoken, written and visual texts in Noongar; for example, understanding that Country/Place can be interpreted as text by the Noongar community</p>	<p>Understand and discuss the purpose and roles of various spoken, written and visual texts in Noongar, such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information</p>	<p>Discuss the relationship between different text types in terms of Noongar language features, audience, context and purpose, such as ways that songs, dance and paintings function to capture language and meaning</p>	<p>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</p>
	<p>Understand and discuss family links to Country and the concept of ownership</p>	<p>Explore and understand to what extent the Noongar language plays a role in the management of land and its stories</p>	<p>Explore and explain how art forms, songs and dances identify Noongar people and places</p>	<p>Understand that different roles within Noongar community and public life can be determined by Noongar family groups</p>

	Year 7	Year 8	Year 9	Year 10
<b>Language variation and change</b>	Recognise that different elements in Noongar language, such as gestures, facial expressions, choice of language and use of silence, vary according to context	Recognise and understand that different elements in Noongar language, such as eye contact and pointing with lips, vary according to context, situation and family relationships	Analyse and compare intergenerational Noongar language use; for example, that of young people today and the Noongar 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 Noongar 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 Noongar words in Aboriginal English, and the ways Noongar has been written	Explain changes to Noongar 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 Noongar language or neighbouring languages over time by listening to old recordings of Noongar or viewing old films with Aboriginal and Torres Strait Islander actors
<b>Language awareness</b>	Explore the extent of language use across the Noongar nation in earlier times, considering Noongar dialects, mapping shared words and the use of different words within the Noongar nation	Consider and reflect on the prospects of Noongar language in the context of its current revival, and identify current policies and practices that have impacted positively on the revival of Noongar; for example, Welcome to and Acknowledgement of Country performances at events; Noongar practices highlighted in films, television and radio; dual 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 languages and Torres Strait Islander languages in general and on Noongar in particular	Compare the ecologies of Aboriginal languages 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 Noongar Elders or community people	Understand and apply culturally appropriate protocols when engaging with and learning from Noongar Elders or community people	Apply cultural norms, skills and protocols associated with using and researching Noongar and all Aboriginal and Torres Strait Islander languages	Acknowledge cultural and intellectual property rights and copyright over Noongar language work, including song holders, story keepers, language informers, composers and choreographers
<b>Role of language and culture</b>	Show understanding that culturally significant attitudes and beliefs 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 Noongar 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
<b>Role of language building</b>	Explore language revival efforts in the Noongar 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 Noongar	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 Noongar language that could be served by language building	Discuss techniques used to build Noongar language, such as analysing historical sources and interviewing or recording Noongar 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 Noongar language and culture