Western Australian Curriculum

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

Scope and Sequence Template

# Guidelines for using this template

1. Appropriate consultations with relevant Aboriginal or Torres Strait Islander communities are always central to the development of language‑specific curricula and the provision of language learning programs in schools. For more information on the guiding principles and protocols, please visit the Authority website at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/ac-languages/ac-languages2/aboriginal-languages>.
2. The organisation and content in this template are founded on those defined in the Australian Curriculum*Framework for Aboriginal Languages and Torres Strait Islander Languages, Language Revival Learner Pathway*(the*Framework*) *(*[*https://www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/*](https://www.australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/)*).*

The learner pathway of this template is Language Revival and caters for Aboriginal or Torres Strait Islander languages that are being revived by their owners or custodians and are in various stages of revitalisation, renewal and reclamation.

1. The template provides a language learning sequence for each year level from Pre‑primary to Year 10.

The content is organised into two interrelated strands: Communicating and Understanding. Within each strand, a set of sub‑strands has been identified, which reflect dimensions of language use and the related content to be taught and learned. The strands and sub‑strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

The content descriptions, which sit under each strand and sub‑strand set out the knowledge, understanding and skills that teachers are expected to teach, and students are expected to learn. They do not prescribe approaches to teaching. The core content has been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one year level may be revisited, strengthened and extended at later year levels as needed.

1. Curriculum writers should note:

* Where there is an insertion of (Aboriginal Language) replace it with the name of the target language or language group; for example, Wangkatha, Wajarri, Yawuru.
* Country/Place refers to portions or tracts of land, waters or night sky identifiable with specific Aboriginal and Torres Strait Islander peoples, their lanaguges and cultures. People’s sense of identity is fundamentally associated with particular Country/Place.
* Where there is an insertion such as (insert target language examples of text), give examples in the target language which students would use at that specific level. Refer to the Authority‑developed Western Australian Aboriginal Languages: Noongar (Language Revival) Scope and Sequence for examples/suggestions (<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/western-australian-aboriginal-languages-noongar-language-revival>).
* Curriculum writers will need to make decisions, relative to the language syllabus being written, where there is an insertion, such as (insert target language examples of text, if appropriate).
* In the content descriptions for the Communication strand: include as many examples as possible in the target language. Where specific target language is used to indicate the relationship between speakers, include examples of these in the Scope and Sequence, in the appropriate year level, in the Socialising sub‑strand.
* In the content descriptions for the Understanding strand: include as many specific items as possible of grammar in the target language in each year level in the Systems of Language sub‑strand. If the target language has masculine and feminine features, show the year level students are introduced to these on your Scope and Sequence; for example, *begins to notice words of masculine, feminine or collective gender, such as (insert target language examples of text).*

# Western Australian Aboriginal Languages: Aboriginal Language (Language Revival) – Scope and Sequence P–6

## Communicating

|  | **Pre‑primary** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Socialising** | Interact with peers, the teaching team and visiting Elders and community members using familiar language and gestures to greet and farewell; for example, *(insert target language examples)* | Interact with peers, the teaching team and visiting Elders and community members to exchange greetings using familiar modelled language and gestures to talk about self and family; for example, *Greetings, What’s your name?, My name is ...;* *Ask simple familiar questions; farewell* *(insert target language examples)*  Use protocols and respect terms with Elders and community members; for example, *(insert target language examples)* | Interact with peers, the teaching team and visiting Elders and community members using simple modelled language with gestures to participate in exchanges about self and family; for example, *(insert target language examples)*  Use protocols and respect terms with Elders and community members; for example, *(insert target language examples)* | Interact with peers, the teaching team and visiting Elders and community members using simple modelled language with gestures to participate in exchanges about friends and family members; for example, *(insert target language examples)* | Interact and socialise with peers, the teaching team and visiting 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, *(insert target language examples)* | Initiate interactions with peers and teacher using language to share information and join in face‑to‑face conversations about aspects of their personal worlds, interests and activities; for example, *(insert target language examples)* | Initiate interactions with others using language to relate experiences, express feelings, opinions and personal preferences, and hand signs as appropriate; for example, in face‑to‑face conversations, *(insert target language examples)* |
| Participate in simple word games, such as *Stepping stones game*; *What’s in the bag?* and action songs with lots of repetition and visual support, such as *Greeting song*; *Head, shoulders, knees and toes*. *(insert Aboriginal language for names of games and songs if known)* | Participate in simple word games, such as *touch challenge*, *bean bags and hoops*, *bingo with playing cards*, *What’s in the bag?* and action songs with lots of repetition and visual support, such as *Greeting song* and *Where is kangaroo/emu etc?* *(insert Aboriginal language for names of games and songs if known)* | Participate in shared tasks and activities that involve following instructions, such as *get in pairs, do it like this, I’m the winner!, get your books, draw/write, cut the picture out, cut on the line, paste, get all the pencils/crayons/paints, pack up* *(insert target language examples)*  Make things and cooperate with peers; for example, collecting natural materials with 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, *What’s this/that?, Yes, No, That’s great writing/drawing! What ...?, Where ...? Who is ...?* *(insert target language examples)*  Demonstrate awareness of culturally appropriate traditions when interacting with Elders or community members | 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, *Where’s the sand, water, rocks? Shall I put it here? Get lots of ..., Is this the right way to do it?* *(insert target language examples)*  Demonstrate awareness of culturally appropriate traditions when interacting with Elders or community members | Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions, such as creating a display or conducting a role play, cooking or craft activity or seasonal festivities | Engage in collaborative tasks that involve solving problems and sharing decisions, such as organising displays, planning outings, conducting role play or dance, or working with and listening to Elders and community members engage with artefacts, works of art, texts and performance; for example, collaborating and working with 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 |
| Respond to simple instructions, such as *Come here.*; *Sit down.*; *Stand up.*; *Make a circle.*; *Quiet!,* with modelled language and gestures *(insert target language examples)* | Respond to simple instructions, such as *Get in pairs*; *Line up*; *Come here*; *Sit down*; *Stand up*; *Winner!,* with modelled language and gestures *(insert target language examples)* | Participate in modelled conversations and interactions that involve active listening, showing interest, asking questions and contributing ideas and information; for example, *What’s this/that?*; *Yes; No*; *What ...?*; *Where ...?*; *Who ...? (insert target language examples)* | Participate in everyday class activities and routines, such as:   * following instructions and responding to questions and requests: for example, *thanks Miss/Mr ...; Yes.*; *No. (insert target language examples)* * asking permission; for example, *What’s this/that? (insert target language examples)* * asking for help; for example*, I don’t know. Say it again Miss/Mr ...; Help me Miss/Mr ... (insert target language examples)* | Participate in classroom interactions using rehearsed phrases and sentences to initiate and respond to (Aboriginal Language) used in familiar classroom routines, such as requesting a drink, leaving the classroom or borrowing an item; for example*, I want a drink*; *May I get a drink?*; *May I go to the toilet?* ; *May I leave the room?* ; *May Iget some paints?: (insert target language examples)* | Use (Aboriginal Language) to interact and collaborate in games, role play, conversation, surveys, sequencing pictures, matching text to pictures; for example, *Where ...?*; *Come here ...*; *Who’s the next/another player?*,and using hand signs as appropriate. *(insert target language examples)* | Recognise and use (Aboriginal Language) to interact in all classroom activities and use rehearsed fillers in everyday conversations; for example, *That’s great!*; *Well done!*; *Watch out, that’s hot!*; *Where’s the water?* *(insert target language examples)* |
| **Informing** | Discover and identify key information by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written (Aboriginal Language)  Listen to stories from 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 (Aboriginal Language) Country/Place, listening to stories from Elders and community members, discovering natural objects, animal tracks, animals of the day/night, bird nests, bush foods, weather and (Aboriginal Language) seasons; convey understanding by pointing to, matching, drawing, circling or role playing key words and phrases in spoken and written (Aboriginal Language) | 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 Elders and community members; share knowledge from incursions and excursions of places in the local area with (Aboriginal Language) names, and learn to read Country/Place, such as signs of animal tracks, fresh plant growth, fresh diggings, bird nests, water holes, charts, lists, maps and photographs | Gather, label, order and classify information from a range of simple spoken and written sources from Country/Place; for example,natural objects, animals and plants, and environment, such asriver habitat,bush habitat, sea habitat;classify items or objects by cultural categories, such as (Aboriginal Language) bush foods,(Aboriginal Language) 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 (Aboriginal Language) 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 *west, north, south, east* and terms *for close to, near, far away, this way (insert target language terms)*, 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 (Aboriginal Language) 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 (Aboriginal Language) Country/Place, such as places of significance to the (Aboriginal Language) community; research origins and meanings of (Aboriginal Language) words used for *towns, stations, schools, parks, islands, locations such as rivers, rocky outcrops or hills, caves, gorges,waterholes, street names, buildings* *(insert target language examples)* include compass directions, description, mapping, Dreaming stories |
| Use simple statements (sentence patterns), drawings, photos, labels, songs or gestures to describe family, animals, sand, water, mud play | Convey factual information about family, friends, Country/Place and community using pictures, labels, captions, familiar words and simple statements on class murals, tactile displays, pictorial displays | Give factual information about their personal worlds, Country/Place and community using simple statements, modelled language and descriptions, captioned drawings and photos to make class big books, timelines, story maps | Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language related to the environment, animals, weather, day and night, the sea, seasons, food, artefacts; for example, *up, down, over there, sea, bush, swamp, desert, mangroves, beach, flat (insert target language examples)* | 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 (Aboriginal Language) Country/Place, such as the (Aboriginal Language) seasons – (insert target language names for seasons here) – including foods available and eaten by (Aboriginal Language) people during the seasons, and community and daily life, foods and lifestyle; present as songs, dances, sand drawings, charts, posters, Dreaming stories, signs, games; record and present surveys in the form of charts, posters, graph, timeline or digital format with collated information | Gather, compare and convey information and supporting details on specific topics using formats such as oral or digital presentations, displays, story maps, mind maps, diagrams, timelines, posters; for example, informational text on plants for food or medicine, animals, birds, fish, life cycles, food chains, naming country with directions, Dreaming stories |
| **Creating** | Engage by listening to and viewing stories and songs and responding through singing, miming, puppets, drawing, movement, gestures, hand signs | Participate in listening to and viewing a range of texts and responding through role play, puppets, reciting and miming, joining in shared reading with teacher and others, and predicting meaning in written text by looking at pictures or making gestures | Participate in listening to, viewing and reading a range of short imaginative texts and demonstrate understanding through the retelling or description of elements of images, performance or stories; for example:   * participating in scribed and shared writing * identifying key (Aboriginal Language) symbols or movements in art and dance, such as animals, birds, tracks and water holes | Listen to, read and view different real and imaginative texts in (Aboriginal Language) such as historical texts, stories, photos, images and art works, identifying and making statements about key elements, characters and events; for example:   * locating, recording and interpreting key words and phrases, and locating key points of information * reconstructing familiar sentences, unjumbling sentences, completing cloze exercises * joining in shared reading and identifying key words | Participate in and respond to a range of real and imaginative texts in (Aboriginal Language), interpreting cultural expressions and behaviours; for example:   * identifying key features in (Aboriginal Language) art, dance, Country * identifying the main purpose of written text, using picture clues, surrounding key words * scanning a text to find key information | Share responses to characters, events and ideas in real and imaginative texts and make connections with their own experience and feelings; for example:   * joining in shared writing to extend sentence patterns, familiar sentences * planning a writing draft and sharing the draft, edit, final copy * locating, recording and interpreting key words and phrases, and locating key points of information * identifying key features in (Aboriginal Language) art, dance, Country * writing simple modelled statements to describe main characters, events, environment, people | Share and compare responses to characters, events and ideas and identify cultural elements in a range of (Aboriginal Language) texts; for example:   * demonstrating understanding of stories, songs, visual design and performance through map sites, landforms, features of a travelling story, songline * planning a writing draft and sharing a draft, edit, final copy |
| Participate in the shared performance of songs or rhymes, such as miming, role playing (target language) animals, puppets, gestures and actions, using familiar words and patterns, repeating or imitating sounds and key words | Participate in the shared performance of songs or rhymes, playing with sound patterns and the presentation of sentence patterns using verbal and non-verbal forms of expression; for example,   * making a shared big book, storyboard or sequence of pictures with captions | Create and present shared stories, songs and performances using familiar words, patterns and support materials; for example,   * creating own songs, raps, skits, dances, paintings and visual designs appropriate to (Aboriginal Language) Country | Create and present short real or imaginative texts that use familiar expressions and modelled language; for example,   * writing own short texts using familiar patterns in stories, songs and skits, including non‑verbal elements such as gesture and facial and vocal expression | Create or reinterpret, present or perform real or imaginative texts for a particular audience, using familiar expressions, simple statements and modelled language; for example,   * presenting information that relates to (Aboriginal Language) culture, environment and people, using short sentence structures and familiar vocabulary * presenting forms appropriate to younger audiences, such as puppet plays, cartoons, video clips, animation, audio big books | Create and perform short imaginative texts that allow for exploration and enjoyment of (Aboriginal Language) language and cultural expression and performance; for example,   * presenting own text, works of art or dance to tell a story using visual props and symbols appropriate for (Aboriginal Language) culture and language | Create or reinterpret, present or perform alternative versions of imaginative texts for a range of audiences, adapting stimulus, theme, characters and places; for example,   * presenting own text or works of art to tell a story or stories, oral texts, photo stories, ebooks, dance, visual design, drawings on soft and hard surfaces |
| **Translating** | Share familiar (Aboriginal Language) words, sounds and gestures with others | Share simple (Aboriginal Language) expressions, greetings, farewells, sounds and gestures with others; name familiar objects in (Aboriginal Language), using wall charts, visual dictionaries and pictures | Identify elements of (Aboriginal Language) 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 (Aboriginal Language) to English and vice versa, noticing which (Aboriginal Language) words or phrases require interpretation or explanation, such as (Aboriginal Language) 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 (Aboriginal Language) actions, words and phrases that do not readily translate into English and expanding descriptions or giving examples where necessary to assist meaning (insert target language examples) |
| Co-create simple bilingual texts for the classroom, such as captions, labels and wall charts | Co‑create simple bilingual texts for the classroom, such as captions, labels and wall charts | Co‑create simple bilingual texts for the classroom, such as captions, labels and wall charts; for example, write captions on a display about an incursion or excursion to show family or community | Co‑create and perform simple bilingual texts, such as songs for the class and the community | Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories | Create bilingual texts for the classroom and the school community, such as brochures, posters, invitations to inform others about upcoming events | Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, and names for classrooms, teaching areas, library, play areas and office |
| **Identity** | Identify self in relation to own family, class or peer group in an illustrated family diagram/chart | Identify similarities and differences between (target language) 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 (target language) people; for example, designing a (target language) flag, or a diorama or hands‑on display reflecting important elements of the (target language) language and community | Identify kin links by working with 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 (insert neighboring language groups) communities – using, for example, charts, flow charts or Venn diagrams |
| **Reflecting** | Begin to notice how (Aboriginal Language) sounds different when speaking, singing a song or hearing it spoken by others | Notice ways of speaking in (Aboriginal Language) that appear different to English and how voice, behaviour and body language may change when speaking | Notice that people use language that reflects their culture, such as where and how they live, and what is important to them | Notice how respect is shown to 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 (Aboriginal Language) peoples | Compare ways of communicating in English and (Aboriginal Language)‑speaking contexts, and identify ways that culture influences language use | Notice aspects of communication and cultural expression reflected in language stories, songs, art, dance or audio and visual media; reflect on and compare individual responses to these elements |

## Understanding

|  | **Pre‑primary** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Systems of language** | Recognise and experiment with the different sounds of (Aboriginal Language), including:   * vowels:(insert vowels of target language) sounds are consistently the same   + *a* – as inbut   + *aa* – as incar   + *i* – as inhit   + *o –* as injaw   + *oo* – as in book   + *u*- as in put   + *uu* – as in fool   Recognise the spelling and writing of (Aboriginal Language) words through sound charts and visual alphabet charts | Recognise and learn the different sounds of the (Aboriginal Language) language and link these to written symbols on (Aboriginal Language) sound charts  Recognise that some sounds in English are not in (Aboriginal Language)   * + practise long and short vowels – *(insert target language examples)*   + practise consonants /digraphs: soft and hard sounds – *(insert target language examples)*   + practise producing sounds blowing a paper or feather, sound rhymes with actions   Become aware that some sounds/symbols are not the same as in English | Reproduce the sounds and rhythms of spoken (Aboriginal Language), understanding that although (Aboriginal Language) and English use the same alphabet, there are different sounds in (Aboriginal Language), and link these to written symbols; for example:   * vowels: *(insert vowels in language)* sounds are consistently the same * consonants: soft and hard sounds   + practise producing sounds, blowing paper or feather, feeling air near lips, up and down tongue motions, feel throat vibrating * unfamiliar digraphs, such as   + *‑ly* – as in million   + *ng* – as in sing   + *ny* – as in onion   *(insert other digraphs particular to target language here)* | Identify and explain (Aboriginal Language) letters, sounds, syllables and spelling rules  Experiment with the pronunciation of short and long single vowels and syllables, including:   * long and short vowels; for example, *(insert some words to show vowels in language)* * consonants, becoming aware of any rules for consonants, such as *(insert target language examples, if appropriate)*   Notice onomatopoeia – words formed from a sound associated with what is named; for example, *birds*, *reptiles*, *insects* *(insert target language words)*  Practise sounding syllables using actions and rhymes; for example: *(insert target language examples)* | Experiment with the pronunciation of vowel sounds, word endings and intonation patterns  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:   * practise the retroflex sounds, feel tongue *(insert retroflex examples in target language)* * continue to practise sounding syllables * classify words into syllable groups; for example, one, two, three, three+ syllables, such as * two syllables   *(insert syllable examples in language)* | Experiment with intonation patterns and notice variations in pronunciation of different speakers; discuss (Aboriginal Language) dialects and historical pronunciations, such as *(insert examples of dialects of target language)* | Distinguish and produce the speech sounds of (Aboriginal Language) and understand how these are represented in writing, such as by using capital letters, full stops, question marks, exclamation marks, commas and quotation marks |
| Notice and use some different word types, with extensive visual support, and begin to understand their purpose, including:   * becoming aware of common nouns; for example, *family members, common animals* *(insert target language examples)* * noticing common pronouns to identify people; for example, *I, me, you* *(insert target language examples)* * repeating greeting – *(insert target language examples)* * repeating farewell – *(insert target language examples)* * responding to non‑verbal commands or instructions, with gestures – *sit down*, *look, come here, stop (insert target language examples)* | Recognise the function of different word types, with extensive support, and understand basic elements of language structures, including:   * noticing and using nouns for self, family, animals, day/night; for example, *me*, *family*, *animals*, *day/night* *(insert target language examples)* * 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, *(insert target language examples)* * noticing and using common singular pronouns for people, animals and things, such *as I, he/she/it, you*; for example, (insert target language examples) * noticing common plural pronouns, such as we, they; for example, *(insert target language examples)* * noticing possessive pronouns your, and my *(insert target language examples)* * noticing use of interrogative pronouns, question words, *what, where*; for example, *(insert target language examples)* * noticing simple modelled questions and statements * noticing common adjectives for size, such as *big, little*; for example, *(insert target language examples)* * noticing words for colour or numbers, such as *red, black, green, one, two three, many*; for example, *(insert target language examples)* * developing an understanding of common verbs in the present tense, such as moving, playing, standing, sitting; for example, *(insert target language examples)* * noticing use ofcommon location and place affixes/suffixes and meanings, such asin, on, near, at; for example, *(insert target language examples)* | Identify key features of sentence patterns with extensive support and understand basic elements of language structures, including:   * noticing and using nouns for content, such as *day/night*, *birds*, *weather*, *water* *and its uses* *(insert target language examples)* * using common singular and plural personal pronouns for people and animals; for example*,* (insert target language examples) * understanding demonstrative pronouns, such as *this, that*; for example (insert target language examples) * understanding the use of possessive pronouns; for example, *your* as in *What’s your name?*; *my,* as in *That’s my dog! (insert target language examples)* * noticing and using interrogative pronouns and question words, such as what, where, who; for example, *(insert target language examples)* * noticing inclusive, exclusive and dual pronouns; for example, *(insert target language examples)* * using simple modelled questions and statements * noticing simple adjectives as opposite pairs, such as long/short, open/closed, full/empty, fast/slow; for example, *(insert target language examples)* * noticing simple adjectives, such as good, happy; for example, *(insert target language examples)* * extending knowledge of adjectives relevant to (Aboriginal Language) * noticing commonly used quantifiers, such as lots, good, slowly, fast; for example, *(insert target language examples)* * using simple action words in present tense such as talking, walking, eating, drinking; for example, *(insert target language examples)* * developing an understanding of common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, *(insert target language examples)* * noticing that the English verbs ‘to be’, is, are, am, as well as words for ‘the’ and ‘a’, are not in (Aboriginal Language) * noticing the dual meaning of the verb for sitting and living; for example, *(insert target language examples)* | Expand vocabulary in (Aboriginal Language) with extensive support, through word‑formation processes, and recognise and use simple language structures, including:   * 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 * understanding the reduplication of nouns, double nouns, plurals; for example, *(insert target language examples)* * noticing the use of an affix/suffix to show plurality; for example, *(insert target language examples)* * understanding and using some common singular, plural and demonstrative pronouns * understanding and building on the use of interrogative pronouns (question words), such as What?; Where?; Who?; for example, *(insert target language examples)* * understanding and using some inclusive, exclusive and dual pronouns; for example, *(insert target language examples)* * using simple, commonly used adjectives, colours and numbers * understanding and using commonly used quantifiers, such as lots, good, slowly, fast; for example, *(insert target language examples)* * noticing enhancing qualifiers used with a verb; for example, *(insert target language examples)* * developing an understanding of adverbs of time, such as always, now, before, sometimes; for example, *(insert target language examples)* * becoming aware of the use of demonstrative pronouns as an adverb to indicate place, such as this or here, that, there; for example, (insert target language examples) * building on common verbs in the present tense, such as *(insert target language examples)* * becoming aware of the imperative (commands); for example*, stand, wait, get (insert target language examples)* * noticing informal use of future tense; for example, *(insert target language examples)* * building on common location and place affixes/suffixes and meanings, such as in, on, near, at; for example, *(insert target language examples)* * noticing the use of an affix/suffix for habitat/environment;for example, *(insert target language examples)* * noticing that the English verb ‘to be’, is, are, am, as well as words for ‘the’ and ‘a’, are not in (Aboriginal Language)   Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences  Begin to develop a metalanguage in (Aboriginal Language) for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective | Expand vocabulary in (Aboriginal Language), with some support, through word‑formation processes, and recognise and use simple language structures, including:   * noticing and using nouns in contexts such as naming the Country and compass directions,; roles of family members; history and meaning of local NAIDOC celebrations and the Aboriginal flag; developing informational text about a plant such as where it grows, season, type of food or medicine; developing informational text on an animal, bird, or fish, such as life cycle and food chains * developing an understanding of and using an affix/suffix to show plurality; for example (insert target language examples) * understanding and using some common singular, plural, demonstrative and interrogative pronouns * understanding and using some inclusive, exclusive and dual pronouns * becoming aware of and building on the use of quality or state adjectives and feelings such as sad, happy, tired, hungry, thirsty; for example, (insert target language examples) * understanding and using adverbs of time and place * understanding and using verbs in the present tense and developing an increasing awareness of imperative and future tense * developing an understanding of habitual continuous verb tense; for example, (insert target language examples) * noticing compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, becoming warmer, becoming healthier (insert target language examples) * recognising and understanding common affixes/suffixes for direction, such as to and from, purpose, with or use, (insert target language examples)   Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences  Begin to develop a metalanguage in (Aboriginal Language) for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective | Expand vocabulary in (Aboriginal Language), with some support, through word‑formation processes, and recognise and use simple language structures, including:   * 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 *(insert target language examples)*; 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 of a tool, such as how it is made, its uses, who makes and/or uses it (for example, sandals, boomerang, digging stick, coolamon) * understanding and using an affix/suffix to show plurality; for example, *(insert target language examples)* * recognising the use of an affix/suffix to show possessive nouns *(insert target language examples)* * becoming aware of subject pronouns (nominative), such as I, we, our *(insert target language examples)* * understanding and using some inclusive, exclusive and dual pronouns * developing an understanding of singular possessive pronouns, such as my/his/her/its; for example, *(insert target language examples)* * understanding and using common adjectives and quantifiers, including those of quality and state; for example, longer, shorter, hot, cold *(insert target language examples)* * using adverbs of time and place; for example, now, later *(insert target language examples)* * understanding and using qualifiers used with a verb; for example, *(insert target language examples)* * developing an awareness of simple conjunctions; for example, *(insert target language examples)* * understanding and using the dual purpose of the verb sitting/sit which may also mean living/live * understanding and using compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, *becoming warmer, becoming healthier* *(insert target language examples)* * understanding and using verbs in the present tense, and developing an increasing awareness of the imperative and the future and habitual continuous tense * developing an understanding of the past tense and past habitual tense; for example, *(insert target language examples)* * extending the use of common affixes/suffixes; for example, *direction, such as, to and from; purpose, with or use* *(insert target language examples)*   Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences  Begin to develop a metalanguage in (Aboriginal Language) for talking about language, using terms similar to those used in English, such as noun, pronoun, suffix, tense, adjective | Expand vocabulary in (Aboriginal Language) through word‑formation processes and recognise and use simple language structures, including:   * 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, cooking (if required) local plants for food and medicine * building on the use of plural and possessive nouns * extending use of common singular, plural, demonstrative and interrogative pronouns; developing an awareness of and understanding of singular possessive and subject pronouns * extending the use of inclusive, exclusive and dual pronouns * extending the use of common adjectives and adverbs or quantifiers, including those of quality and state * developing an understanding of and applying the use of conjunctions * extending the use of verbs in the present tense and increasing an awareness of the imperative and the future, habitual continuous and past tense * understanding and using compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, *becoming warmer, becoming healthier (insert target language examples)* * understanding and using the dual purpose of the verb *sitting/sit* which mayalso mean *living/live* * extending the use of common affixes /suffixes, including locational and directional, such as *in, on, at, to, from,* and to show *purpose, with, use for, habitat/environment (insert target language examples)* * recognising similarities and differences between (Aboriginal Language) and English, including noticing features of singular or plural nouns * noticing that prepositions that in English are small single words – such *as in, on, at, and with* – in (target language) are mostly affixes /suffixes attached to nouns/pronouns; for example, *(insert target language examples)*   Build on a metalanguage in (Aboriginal Language) for talking about language, using terms similar to those used in English, such as noun, pronoun, suffixes, tense, adjective, adverb |
| Recognise that stories are told in different ways in (target language), such as Elders yarning, song, dance, music, sand paintings | Identify that, in (Aboriginal Language), stories are often about journeys across Country/Place, involving 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 (Aboriginal Language), 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 (Aboriginal Language) stories, paintings, songs and dances are often to describe journeys across Country and give explanations of why features of Country exist and their importance | Recognise and understand that language features are typically linked with familiar texts; for example, the use of the imperative tense in games, instructions and procedures such as preparing foods, medicines and making tools, and the use of past and habitual tense 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 (Aboriginal Language) people have a personal relationship with language and Place | Recognise that (Aboriginal Language) people have their own personal relationships with animals and the environment | Identify which (Aboriginal Language) stories belong to which natural features, animals, plants and land, and recognise their significance, such as *(insert target language examples)* | Recognise and discuss links between people, stories and (Aboriginal Language) 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 (Aboriginal Language) 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 *(insert target language examples)* |
| **Language variation and change** | Recognise that there are different ways of greeting and interacting with people; for example, *(insert target language examples)* | Recognise that different words and language forms are used to address or communicate with different people; for example, *(insert target language examples)* | Recognise that different words and language forms are used to address or communicate with Elders and community members, or with family and school, and are determined by the context of use; for example, *(insert target language examples)* | Understand that a young person learning language will have different intonation and pronunciation than an Elder | Understand that (Aboriginal Language) speakers may sound different as they grow older; for example, some endings or affixes become very soft | Understand that there are variations in (Aboriginal Language) as it is used in different contexts by different people, such as formal or informal usage and dialect differences; for example, *(insert target language examples)* | Recognise that (Aboriginal Language) is used differently in different contexts and situations, such as the word used for living and sitting; for example, *(insert target language examples)* |
| Notice Aboriginal and Torres Strait Islander words used in everyday life, such as *koala*, *billabong*, *dingo*, *didgeridoo* | Recognise that different languages are spoken at school, in the community, and throughout Australia, such as English, (Aboriginal Language), Wajarri, Indonesian, Italian | Recognise that some words in English have been borrowed from other languages, such as ‘kindergarten’from German | Identify words that are the same or similar to neighbouring languages, such as *maar/mar/mara/maara, djen/djena/jina*, and thatover time there has been different ways of spelling words | Identify ways in which languages influence each other; for example, loan words and writing systems | Recognise that language and culture continually change as a result of contact with other languages and culture | Recognise that languages change over time |
| **Language awareness** | Recognise that many languages are spoken at school and in the community | Recognise (Aboriginal Language) language in the environment in welcome signs, parks, street names and classroom names; for example, *(insert target language examples)* | Recognise shared vocabulary across Aboriginal and Torres Strait Islander languages; for example, hand, foot, water, fire | Recognise that Aboriginal 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 (Aboriginal Language); for example, current usage, revival plans, generational differences | Investigate ways (Aboriginal Language) is used in the local region and in the wider Australian community; for example:   * (Aboriginal Language) radio * ABC TV and NITV * (Aboriginal Language) signage at local airports and at significant sites (insert target language examples) | Explain the importance of reviving Aboriginal and Torres Strait Islander languages for communities and the broader Australian community |
| Understand that (Aboriginal Language) language belongs to (Aboriginal Language) people | Demonstrate respect and appropriate behaviours in presence of Elders and community members and when visiting important sites | Understand the purpose of Welcomes to Country and Acknowledgements of Country; for example, at school, sporting events, festivities, NAIDOC celebrations | Understand how and when Welcomes and Acknowledgements are required and who is entitled to deliver them | Observe and discuss protocols surrounding the retelling and sharing of stories | Recognise protocols of cultural safety when engaging with cultural material/property, such as artefacts, art work | Recognise and use principles and protocols of cultural safety when engaging with cultural material or property, such as names of things, peoples and places, or visual and aural recordings |
| **Role of language and culture** | Identify which stories belong to which natural features, animals and plants | Recognise that culture, such as ways of cooking and hunting, greetings, symbols, flag and colours, is essential to life and is shared by generations | Notice how respect for Elders and Country/Place is built into the (Aboriginal Language) language  Develop a short Welcome to or Acknowledgement of Country | Recognise that the (Aboriginal Language) 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 (Aboriginal Language) language and culture contains values held about the land, water and sky, for example in expressions and concepts such as Caring for Country – knowledge held by Elders and passed through generations |
| **Role of language building** | Recognise the importance of listening to and engaging with Elders and community members to learn (Aboriginal Language) songs, games and stories | Recognise the importance of sharing activities with Elders and community members, such as inviting 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 (Aboriginal Language) on (Aboriginal Language) Country benefits everyone | Identify language-building efforts in the (Aboriginal Language) community; for example:   * (Aboriginal Language) in schools * adult classes * festivals * (Aboriginal Language) language centre * (Aboriginal Language) stories published * dictionaries | Explain the protocols for language building within a community, developing resources with, and for usage in, the community | Identify and locate available (Aboriginal Language) language resources suitable for language building; for example, living speakers; visual, aural and written material | Locate and learn about (Aboriginal Language) language‑building efforts in the community and the role these efforts play; for example;   * (Aboriginal Language) language centre * local history museum * Elders and community members writing or producing their own stories, art, music, dance, theatre |
| Recognise that new songs and games can be formed by working with Elders and community members | Recognise that new (Aboriginal Language) words can be formed from within the language rather than borrowing from other languages; for example, *(insert target language examples)* | Use (Aboriginal Language) at school and in the wider community, such as at school assemblies, interschool events, festivities | Understand how (Aboriginal Language) was recorded in the past, by whom and for what purpose, and illustrate on a timeline | Understand the techniques of how (Aboriginal Language) was recorded in the past, what this means to (Aboriginal Language) people and how it has affected the current representation of (Aboriginal Language); for example, many views are discussed when using variations of spelling, words and phrases in the naming of public places | Understand the reasons for different spellings of words for (Aboriginal Language); for example, sounds misheard, meanings misunderstood, or recordings made in different (Aboriginal Language) Country | Promote the use of (Aboriginal Language) by teaching younger students within schools and communities |

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

## Communicating

|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| --- | --- | --- | --- | --- |
| **Socialising** | Engage with peers, the teaching team, and visiting (Aboriginal Language) Elders and community members using rehearsed language to exchange information about personal interests and experiences on Country/Place  Use (Aboriginal Language) protocols (verbal and non‑verbal) when interacting with Elders and other adults; for example, *(insert target language examples)* | Maintain interactions with peers, the teaching team, and visiting (Aboriginal Language) Elders and community members using rehearsed language to exchange information about personal interests and Country/Place as a significant source for food, medicine and tool making by responding to and asking a range of questions in (Aboriginal Language), such as *what, where, who, why, how*, *(insert target language question words)*, together with non‑verbal gestures on topics; for example, *(insert target language examples of text)* | Initiate and maintain interactions with peers, the teaching team, and visiting (Aboriginal Language) 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 (Aboriginal Language) is expressed in unexpected ways: *(insert target language examples of text)* | Initiate and participate in sustained and extended interactions with peers, the teaching team, and visiting (Aboriginal Language) Elders and community members to exchange information about personal interests, experiences of Elders, historical events, and plans and aspirations for the future, such as caring for Country and combatting climate change; for example, *(insert target language examples of text)* |
| Engage in individual and collaborative tasks to create displays or plan activities or events, such as a class performance, to showcase progress in learning, and use (Aboriginal Language) 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 (Aboriginal Language) language spontaneously, such as giving and following instructions to cook bush tucker or make artefacts, using hand signs as appropriate; for example, *(insert target language examples of text)* | Engage in collaborative activities that involve planning and participating in learning experiences, and activities that combine language and cultural elements – for example, an excursion or incursion, song or dance performance, or art or craft exhibition – using (Aboriginal Language) spontaneously and sharing responses and reactions | Contribute ideas and suggestions in interactions related to collaborative activities, such as organising a forum, role play, festival, or music and cultural event, to support and promote wellbeing and community development, and exchange resources and information  Use culturally appropriate norms and skills when engaging with and learning from visiting Elders and community members |
| Participate in class activities and interactions by responding to instructions, asking and answering questions, seeking clarification and praising or complimenting one another; for example, *(insert target language examples of text)* | Participate in class activities and interactions by asking and answering questions, making suggestions, seeking clarification and complimenting others‘ contributions; for example, *(insert target language examples of text)* | Respond to and use (Aboriginal Language) in routine classroom exchanges to make suggestions, seek clarification, praise or compliment; for example, *(insert target language examples of text)* | Use (Aboriginal Language) in class activities to question, make suggestions, seek clarification, participate in reflective activities, apologise,praise or compliment one another, such as *(insert target language examples of text)* |
| **Informing** | Access and summarise key information from a range of sources on topics related to (Aboriginal Language) 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 (Aboriginal Language) 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 (Aboriginal Language) Country/Place, and classify into categories identifying the content, purpose and intent of the writer |
| Convey information about (Aboriginal Language) Country/Place events, experiences or topics of shared interest using language in different modes of presentation to suit different audiences and contexts; for example, developing a photographic record, portfolio or digital presentation with audio recordings | Organise and present information and ideas about (Aboriginal Language) 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 sounds to record and explain aspects of (Aboriginal Language) Country, or developing an interactive presentation with images and sounds for younger children that highlights the benefits of maintaining and strengthening (Aboriginal Language) language | Convey information and ideas and offer own views on (Aboriginal Language) 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 (Aboriginal Language) community that explains the origin, meaning and significance of local place names and features | Convey information, comments and perspectives on (Aboriginal Language) Country/Place events, experiences or topics of shared interest using different modes of presentation that consider context, achieve different purposes and suit different audiences; for example, recording a short documentary to showcase features, stories, or social and cultural events about (Aboriginal Language) Country, including interviews and quotes from Elders and important community people |
| **Creating** | Interpret and respond to texts, such as songs, stories, dances or video clips; for example, by sequencing pictures to text or a storyboard, or using a map, diagram or flow chart to illustrate text or write and retell key ideas and values and the techniques used to engage and entertain audiences | Interpret and respond to a range of texts by discussing and explaining how key information is expressed through stories, music, and visual and creative arts, and compare the roles and representations of animals, people and environment in different expressive forms | Discuss and explain how land, water, sea, sky, people, animals, plants, and social and ecological relationships are expressed through traditional and contemporary texts, including paintings, weavings, artefacts and sand drawings, and identify how they connect to Country and people | Analyse how texts, such as stories and songs, often link to neighbouring Aboriginal and Torres Strait Islander groups and nations, identifying key messages, themes and performance styles, comparing personal responses to popular music and considering how these texts incorporate social documentary; for example, in performances by Indigenous dance groups or local bands *(insert names of known language groups)* |
| Create and present a range of spoken, written and multimodal real or imaginative texts using expressive language, gestures and supporting materials to entertain others; for example, a rap, skit, song, short play or animation | Create and present a range of texts that involve real or imagined contexts and characters, such as picture books, cartoons, raps, songs, sporting chants or advertising jingles, to share in class or with a wider virtual audience | Create and present real or imaginative texts designed to engage different audiences, including own visual and performative artwork, using symbols and techniques appropriate to Country/Place | Create and present or perform a range of texts that reflect cultural values, social issues or experience, such as narrations of real or imagined journeys involving a variety of characters, places and events |
| **Translating** | Translate and interpret short texts, such as narratives, song lyrics, dialogues or posters, from (Aboriginal Language) 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 (Aboriginal Language) to English and vice versa, comparing own interpretations with those of others, and discuss what is different and why | Translate and interpret texts from (Aboriginal Language) to English and vice versa, identifying and explaining culture‑specific contexts, practices and expressions in (Aboriginal Language) 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 (Aboriginal Language) to English and vice versa, identifying how culture‑specific contexts, practices and expressions are embedded in language and explaining differences in meaning; for example, historical documents or interpretations, or contemporary artistic, musical or theatrical interpretations |
| Co‑create bilingual texts and resources for the classroom and the school community; for example, print or digital word banks of expressions used in everyday interactions in (Aboriginal Language) 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 (Aboriginal Language) language and culture; for example, bilingual video or photographic displays to showcase events and shared experiences | Co‑create bilingual texts to inform the wider community or a specified audience about aspects of (Aboriginal Language) language and culture, such as a musical, role play, or theatre performance, in (Aboriginal Language) with English commentary and supporting explanations | Co‑create bilingual texts to inform the wider community or a specified audience about aspects of (Aboriginal Language) language and culture using subtitles, captions or digital texts to showcase songs, dialogues, events and shared experiences |
| **Identity** | Consider how their own life experiences, family origins, traditions and interests shape their sense of identity and ways of communicating; for example*, (insert target language examples of text)* | Consider and create spoken, written or multimodal texts to show how their own life experiences, family origins, traditions and interests shape their sense of identity and ways of communicating; for example, creating timelines, digital presentations or family trees with captions to mark key milestones and significant influences, key people, events, and experiences of connection to Elders and community | Compare and reflect on how identity is expressed across languages and cultures; for example, considering the idea of ‘belonging’ as expressed in different languages, including Aboriginal and Torres Strait Islander, Asian, African and European languages | Consider and explain how particular policies and practices have impacted on Aboriginal and Torres Strait Islander peoples’ sense of identity; for example, the Stolen Generations, land loss caused by government policy contributing to language loss and separation from Country/Place, family and community  Share and discuss the role that language and culture play in the identity and wellbeing of Aboriginal and Torres Strait Islander peoples; for example, group identity expressed through flags, Welcomes to and Acknowledgements of Country, Indigenous rounds in sporting leagues, sporting of Indigenous designs and colours, dual-language signage in public places |
| **Reflecting** | Reflect on own reactions to intercultural interactions with (Aboriginal Language) Elders and community members and use these reflections to identify and discuss the main areas of (Aboriginal Language) which could benefit from language building; for example, when analysing and discussing historical sources used in language building, or when interviewing and recording (Aboriginal Language) speakers | Understand challenges in developing new words and structures for (Aboriginal Language) and how these words might be developed within the existing resources of the (Aboriginal Language) language; for example, trying out ways of making new words under the guidance of a (Aboriginal Language) specialist or an Elder | Engage with local (Aboriginal Language) 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 (Aboriginal Language) texts, preserving resources developed at school or developing a variety of resources for younger or future students of (Aboriginal Language) language | Investigate programs and initiatives that serve to maintain and strengthen language use; for example, (Aboriginal Language) school language programs, websites, databases, documentaries, recordings and archival material  Explore the importance of advocacy in supporting the maintenance and development of language and culture, including language classes within the community outside of school hours |

## Understanding

|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** |
| --- | --- | --- | --- | --- |
| **Systems of language** | Investigate and apply the sound patterns in (Aboriginal Language), including:   * recognising the consonant and vowel sequences applied to syllable patterns, such as cv/cvc (consonant‑vowel/consonant‑vowel‑consonant) as in (insert target language examples) * recognising consonant clusters, such as *ngw* (insert target language examples, if appropriate) * recognising digraphs, such as *nh, ng, oo, ly*, are one sound * noticing where the stress is placed when pronouncing (Aboriginal Language) word   Apply these patterns and rules in writing with correct punctuation, such as capital letters, full stops, question marks, exclamation marks, commas and quotation marks | Investigate and apply the sound patterns in spoken (Aboriginal Language), including:   * using syllables, clusters and stress * developing metalanguage to describe and talk about sounds and phonology; for example, place of major articulation (lips, tongue, voice box), which is similar across Aboriginal and Torres Strait Islander languages, and manner of articulation (pronunciation, stress, intonation, rhythm) * recognising and understanding uncertain or missing sounds or glides, such as in *(insert target language examples)* * using key (Aboriginal Language) features to predict meaning, communicate information and extend oral and written texts | Increase the awareness and use of (Aboriginal Language) features in both oral and written texts, including:   * using oral interactions in unfamiliar contexts to build fluency and accurate pronunciation of more complex syllable combinations * extending the use of stress, intonation and rhythm * extending written skills by applying knowledge to unfamiliar texts | Use metalanguage to explain sound and writing systems and grammatical structures in (Aboriginal Language)  Identify similarities in sound systems of related languages, such as *(insert target language examples)*  Explain the relative consistency of Aboriginal and Torres Strait Islander languages when spelling words, as compared to English  Use knowledge of alphabetic conventions for Aboriginal and Torres Strait Islander languages to transcribe spoken texts from own (Aboriginal Language) dialect and a neighbouring dialect, such *(insert target language examples)* or even a neighbouring language such as *(insert target language examples)* |
| Generate language for a range of purposes in simple spoken and written texts, expanding context‑related vocabulary and applying elements of the (Aboriginal Language) grammatical system, including:   * noticing and using singular and plural nouns in such contexts as   + healthy lifestyles   + NAIDOC and the local community   + the night sky and stars   + the moon and tidal effects   + mapping local, country and regional areas   + the sea as a source of food and sea food chains * extending use of common singular, plural, demonstrative and possessive pronouns * identifying and using interrogative pronouns for why, when, how many *(insert target language words)* * understanding and using some inclusive, exclusive and dual pronouns *(insert target language examples, if appropriate)* * extending the use of commonly used adjectives of size, shape, colour, quality or state * using adjectives such as *wet* and *dry, rough* and *smooth,* to illustrate opposites *(insert target language words)* * building on the use of adverbs of direction and time, including *up/down, inside/outside, behind/in front of, always/never, first/last (insert target language words)* * extending on the use and understanding of common verb tenses, including the imperative and the habitual, future, present and past tenses * noticing and building on the use of the modal verb *‘will’ (insert target language examples)* * identifying and understanding transitive and intransitive verbs; for example, *(insert target language examples)* * identifying and understanding the ergative noun suffix; for example, *(insert target language examples, if appropriate)* * extending the use of common suffixes/affixes to identify and understand those for *location, place, direction to or from, with* and possession *(insert target language words)* * noticing and understanding the use of the nominal suffix/affix for habitat/environment, such as *river habitat, desert habitat and sea environment*; for example, *(insert target language words)* * developing an understanding of the use of the nominal suffix/affix for *like/similar to*; for example, *(insert target language words)* * developing an understanding of the use of the suffix/affix for *negative, no or without,* such as *deaf, unable to eat* and *without a coat*, and for verbs such as *don’t look* *(insert target language words, if appropriate)* * building on the use of conjunctions *(insert target language words if appropriate)*   Continue to build a metalanguage in (Aboriginal Language) to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective | 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 (Aboriginal Language) grammatical system, including:   * noticing and using singular and plural nouns in such contexts as   + roles of extended family members   + hunting or cooking procedures for different meats, and ways of cooking different foods   + plants for tool making   + the sea as a source of food and sea food chains   + times of the day (24 hours) dawn‑dusk‑dawn, and their features, timelines and charts   + the relationship within a specific environment between plants, animals, birds and insects * identifying nouns which can be derived from verbs and vice versa, such as *(insert target language examples, if appropriate)* * recognising the use of an affix/suffix to show possessive nouns *(insert target language examples)* * developing an understanding of singular and plural subject and object pronouns, such as *(insert target language examples)* and inclusive, exclusive and dual pronouns *(insert target language examples)* * building on the use of adjectives, including those of character and appearance; for example, *(insert target language examples)* * building on the use of adverbs, including extension of direction such as over, across, near, underneath *(insert target language examples)* * developing an understanding of transitive and intransitive verbs; for example*, (insert target language examples)* * understanding and using the ergative noun suffix; for example, *(insert target language examples, if appropriate)* * noticing compound verbs where the use of an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, *becoming warmer, becoming healthier* *(insert target language examples)* * extending the use of modal verbs, including ‘will’, ‘may’, ‘might’; for example, *(insert target language examples, if appropriate)* * developing an understanding of the use of the affix/suffix for a thing / ‘thingamajig’ to describe an unfamiliar word *(insert target language examples, if appropriate)* * identifying and extending the use of nominal suffixes/affixes for like/similar to, habitat, negative   Build and extend a metalanguage in (Aboriginal Language) to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective  Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres | 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 (Aboriginal Language) grammatical system, including:   * noticing and using nouns in such contexts as   + seasonal changes   + traditional and contemporary lifestyles   + Dreaming stories from specific Country/Place   + extending topic‑specific vocabulary, such as types of birds, kangaroos, goannas, snakes, insects * developing an understanding of the use of an affix/suffix to show possessive nouns *(insert target language examples)* * extending the use of common singular and plural, demonstrative and possessive pronouns and inclusive, exclusive and dual pronouns *(insert target language examples)* * identifying and using singular and plural subject and object pronouns * developing an understanding of the use of the question or interrogative pronouns/adverbs including ‘how’; for example, *(insert target language examples, if appropriate)* * noticing the use of bound pronouns; for example, *(insert target language examples, if appropriate)* * understanding and using the ergative noun suffix; for example, *(insert target language examples, if appropriate)* * understanding and using transitive and intransitive verbs; for example, (insert target language examples) * extending the use of adjectives * building on the use of adverbs of time and place * extending the use of verbs in the imperative and present, past, future, habitual and past habitual tense * building on the use of modal verbs, ‘would’, ‘should’; for example, *(insert target language examples, if appropriate)* * building on the use of compound verbs where an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, *becoming warmer, becoming healthier (insert target language examples)* * building on the use of conjunctions   Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences  Continue to extend a metalanguage in (Aboriginal Language) to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective | 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 (Aboriginal Language) grammatical system, including:   * increasing use of nouns in such contexts as   + historical events   + biographies of Elders or (Aboriginal Language) identities in fields such as sport, creative arts or literature   + a range of texts to analyse and identify significant grammatical elements * building on the use of the ergative noun suffix * building on the use of transitive and intransitive verbs * extending the the use of an affix/suffix to show plurals and possessive nouns * developing an understanding of the use of bound pronouns; for example, *(insert target language examples, if appropriate)* * identifying and understanding the use of the subject or object in a sentence; for example, *(insert target language examples, if appropriate)* * building on the use of singular and plural subject and object pronouns * building on the use of unfamiliar words with the suffixes/affixes for *like/similar to, ‘thingamajig’*, *(insert target language examples, if appropriate)* * building on the use of the affixes/suffixes for *family, habitat*, in topic‑specific vocabulary *(insert target language examples, if appropriate)* * building on the use of the negative suffix/affix * building on the use of conjunctions * developing an understanding of the use of relative pronouns ‘that’, ‘which’ and ‘who’ – *(insert target language examples, if appropriate)* * developing an understanding of positional objective pronouns (third person only), such as close, midway,far away; for example, *(insert target language examples, if appropriate)* * understanding and using transitive and intransitive verbs; for example, *(insert target language examples, if appropriate)* * extending the use of modal verbs, such as will, would, should, may, might; for example, *(insert target language examples, if appropriate)* * extending the use of compound verbs where an infix or an affix/suffix extends the meaning of a verb such as to show becoming or getting; for example, *becoming warmer, becoming healthier (insert target language examples)*   Recognise that the same rules of punctuation apply as in English; for example, using capital letters and full stops for sentences  Continue to extend a metalanguage in (Aboriginal Language) to talk about language, using terms similar to those used in English, such as noun, pronoun, suffix/affix, verb, tense, adjective |
| Show understanding of the purposes and roles of various spoken, written and visual texts in (Aboriginal Language); for example, understanding that Country/Place can be interpreted as text by the (Aboriginal Language) community | Understand and discuss the purposes and roles of various spoken, written and visual texts in (Aboriginal Language), such as declaring identity, acknowledging ancestors and traditional belief systems, and passing on knowledge and information | Discuss the relationship between different text types in terms of (Aboriginal Language) language features, audience, context and purpose, such as ways that songs, dance and paintings function to capture language and meaning | Analyse the purpose and role of a range of spoken, written and visual texts by linking and sequencing ideas to form cohesive texts, and investigating the use of appropriate grammatical forms and elements |
| Understand and discuss family links to Country and the concept of ownership | Explore and understand the role that (Aboriginal Language) language plays in the management of land and its stories | Explore and explain how art forms, songs and dances identify (Aboriginal Language) people and places | Understand that different roles within (Aboriginal Language) community and public life can be determined by (Aboriginal Language) family groups |
| **Language variation and change** | Recognise that different elements in (Aboriginal Language) language, such as gestures, facial expressions, choice of language and use of silence, vary according to context | Recognise and understand that different elements in (Aboriginal Language) language, such as eye contact and pointing with lips, vary according to context, situation and family relationships | Analyse and compare intergenerational (Aboriginal Language) language use; for example, that of young people today and the (Aboriginal Language) 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 (Aboriginal Language) 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 (Aboriginal Language) words in Aboriginal English, and the ways (Aboriginal Language)has been written | Explain changes to (Aboriginal Language) 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 (Aboriginal Language) language or neighbouring languages over time by listening to old recordings of (Aboriginal Language) or viewing old films with Aboriginal and Torres Strait Islander actors |
| **Language awareness** | Explore the extent of language use across the (Aboriginal Language) nation in earlier times, considering (Aboriginal Language) dialects, mapping shared words and noticing the use of different words within the (Aboriginal Language) nation | Consider and reflect on the future of (Aboriginal Language) language in the context of its current revival, and identify current policies and practices that have impacted positively on the revival of (Aboriginal Language); for example, Welcome to and Acknowledgement of Country performances at events; (Aboriginal Language) practices highlighted in films and television and radio programs; dual-language signage in public places, national parks, museums and schools | Research the impact of historical events, such as Stolen Generations, mission schools and advocacy, on Aboriginal and Torres Strait Islander languages in general and on (Aboriginal Language) in particular | Compare the ecologies of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries in areas such as language policy and rights, language loss, advocacy and reform, and language revival |
| Recognise and show understanding of culturally appropriate protocols when engaging with and learning from (Aboriginal Language) Elders or community people | Understand and apply culturally appropriate protocols when engaging with and learning from (Aboriginal Language) Elders or community people | Apply cultural norms, skills and protocols associated with using and researching (Aboriginal Language) and all Aboriginal and Torres Strait Islander languages | Acknowledge cultural and intellectual property rights and copyright over (Aboriginal Language) language work, including song holders, story keepers, language informers, composers and choreographers |
| **Role of language and culture** | Show understanding that culturally significant attitudes and beliefs conveyed through language are linked to the past, to land, plants and animals and to celebrations | Identify the role of language in passing on knowledge, such as the classification of living or non‑living things based on their form or function (food, medicine, tools) | Reflect on and explain how communities’ ways of thinking, behaving and viewing the world influence how language is used | Show understanding that each (Aboriginal Language) person inherits language as part of their birthright and that they become custodians and owners of land, of water or sea, and of language, and how this may have been disrupted for some families |
| **Role of language building** | Explore language revival efforts in the (Aboriginal Language) 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 (Aboriginal Language) | 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 (Aboriginal Language) language that could be served by language building | Discuss techniques used to build (Aboriginal Language) language, such as analysing historical sources and interviewing or recording (Aboriginal Language) 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 (Aboriginal Language)language and culture |