

Indigenous Languages and Culture

Introduction

The **Indigenous Languages and Culture** component of the *NT Curriculum Framework* (NTCF) has three main sub-sections:

Culture

Language Maintenance

Language Revitalisation

The terms, 'Language Maintenance' and 'Language Revitalisation' used in this document, have been drawn from the *Australian Indigenous Languages Framework* published by the Senior Secondary Assessment Board of South Australia (SSABSA) in 1996. That framework outlines several types of Indigenous language programs, as shown in the following table:

Australia's Indigenous Languages Framework (AILF) Categories		Defining Characteristics
Language Maintenance (First language maintenance)		All generations are full speakers of the language.
Language Revival (learning the language of their heritage)	Language Revitalisation	Generation of (older) speakers left. Children likely to have a good passive knowledge.
	Language Renewal	Oral tradition but no full speakers. Children likely to have little or no passive knowledge.
	Language Reclamation	No full or partial speakers. The program will rely on historical sources to provide knowledge of the language.
Language Awareness		Non-speakers learn about a language no longer spoken, and for which there are only traces of the spoken language and poor documentation.
Language Learning (learning the language of someone else's heritage)		Non-speakers learning a new language.

Language Maintenance programs are for first language speakers of an Indigenous language. Their purpose is to extend and develop learners' first language skills in listening, speaking, reading and writing. In most programs, children will learn initial literacy through their first language and use literacy as a tool for their first language study throughout their schooling. Language Maintenance programs also allow specialist skills such as interpreting and translating in the secondary years, to be developed.

As well, learners will use their first language to develop cultural understandings and knowledge of the processes needed to succeed in school. Formal development of the cultural knowledge that Indigenous learners bring with them to school will help them to acquire knowledge from the non-Aboriginal world. Further, the knowledge that children develop through their first language assists in them learning a second language and in learning through the second language (Marika 2000).

Language Revitalisation programs aim to extend the use and knowledge of the language into younger generations of speakers. Language Revitalisation programs may operate in a wide range of contexts. The common factor is that the learners' language used for day-to-day communication is not the language taught in the program. Learners may speak another Aboriginal language, such as Kriol or Aboriginal English. Standard Australian English speakers (Indigenous and non-Indigenous) may also participate in Language Revitalisation programs.

In Language Revitalisation situations, learners' knowledge of the target language is likely to vary. They may have good passive knowledge of the language, or some ability to speak it, or they may have had no prior exposure to it. The status of the language in the community may also vary. In some communities, an older generation of full speakers may exist. Other communities may have no full speakers but a generation of partial speakers.

Other types of Programs

Although the Indigenous Languages and Culture component specifically addresses language maintenance and language revitalisation situations, it can also be used for other types of programs. Schools and communities can identify desirable and possible outcomes for their individual situations.

For example, schools and communities could work with community elders to develop appropriate programs focussing on culture and oral language development and with no literacy component. Such programs could operate in Language Revitalisation or Language Renewal situations.

Schools wishing to implement a **Language Learning** program can use this component to identify outcomes relating to culture, while drawing on language outcomes to address the rich oral heritage and the discourse and grammatical features that characterise Australian Indigenous languages.

All types of programs can provide opportunities for learners to study important cultural texts in the following modes:

- orthographic literacies (print texts in traditional languages, Kriol, Aboriginal Englishes)
- visual literacies, eg paintings, maps, the land
- performance and dance literacies
- oral literacies, eg songs, stories.

Outcome Overview

The Indigenous Languages and Culture component is divided into **content outcomes** and **language outcomes**.

The **content outcomes** are organised into three **strands**:

- **Country/Land**
- **People and Kinship**
- **Natural Environment**

The outcomes in these strands reflect current pedagogical principles that move educational practice from teaching **about** culture to teaching through local culture in order to bring depth, breadth and significance to all aspects of the curriculum (Stephens 2000). In Language Revitalisation programs, content does not need to be taught **through** the language being studied but may be taught in the learners' first language.

The content outcomes are a synthesis of work in Northern Territory Indigenous communities over the past 25 years. This work has been carried out by educators who have collaborated with Indigenous elders to decide on appropriate cultural knowledge for inclusion in school programs. In particular, the Arrernte Curriculum, Intelyape-Lyape Akaltye, Papunya School Curriculum, Yirrkala Garma Maths Curriculum, the Warlpiri Curriculum Framework and Wubuy Curriculum have informed the content and the ways in which the outcomes are levelled.

The **language outcomes** for **Language Maintenance programs** are organised into three interdependent and interrelated language **strands**:

- **Listening and Speaking**
- **Reading and Viewing**
- **Writing**

Each strand contributes to the development of others. For example, viewing a film or reading about a topic could provide material for discussion and for writing.

Within the strands, the language outcomes are organised into three **elements**:

Communication

Learners will develop the skills to enable them to communicate in a wide range of contexts. Learners will, for example

- establish and maintain relationships and discuss ideas by exchanging information, opinions, attitudes, feelings and plans
- interact with a purpose, eg to solve a problem, to make arrangements, to make decisions with others

- obtain and use information
- speak or write to produce information and to express themselves in a range of ways, eg through story, song or script for a video or play
- listen to, read or view and respond personally to a stimulus such as a story, country visit, painting, song or dancing.

In the higher bands, learners will also show understanding of some principles and issues in interpreting and translating.

Language Structures and Features

Learners will develop control of linguistic structures and features in their language. Learners will, for example

- study the organisational features of spoken and written texts
- analyse the structure of sentences and words and compare the grammars of the languages that they know. In particular, in communities where languages are changing, learners will study the grammar of older people
- develop a broad range of vocabulary including specialised vocabulary that features in older people's language. Parallel with their vocabulary, learners will also develop their use of hand signs appropriate to their language
- develop the phonological awareness that enables them to learn to read and write
- use conventions of written language, eg spelling, punctuation
- use a shared language for talking about language.

Learning-how-to-learn Strategies

Learners will develop strategies that contribute to effective language learning. Learners will, for example

- be responsible for their own learning, eg reflect on what they are learning, take appropriate risks, cooperate with others
- use reading strategies to maximise their learning, eg to predict meaning, to decode unknown words, to use reference sources for learning
- use strategies to construct written texts, eg plan and edit writing, reflect on how to improve their own writing, collaborate with others.

The **language outcomes** for **Language Revitalisation programs** are organised into three interdependent and inter-related language **strands**:

- Listening
- Speaking
- Reading, Viewing and Writing

Reading and writing in Language Revitalisation programs is optional. Schools decide if and when to introduce learners to literacy in the language on the basis of how much they can talk and understand the spoken language and on the basis of the literacy skills that learners already have in English or their first language.

Within the strands, the language outcomes are organised into the following three **elements**:

Communication

Learners will develop the skills to enable them to communicate in the language being studied. Learners will, for example

- use the language both in the classroom and in real-life situations
- speak or write to produce information and to express themselves in a range of ways, eg through story, song or script for a video or play
- listen to, read or view and respond to texts in the strong language of older people, eg Dreaming stories, Bible stories, life histories
- work with community members to produce texts to record knowledge in culturally appropriate ways
- create visual and written texts for a variety of audiences and purposes, eg community magazines, books for class use.

Language Structures and Features

Learners will develop control of linguistic structures and features in their language. Learners will, for example

- study the organisational features of spoken and written texts
- analyse the structure of sentences and words
- develop a broad range of vocabulary, including some of the 'strong' vocabulary of older people
- use a shared language for talking about language.

Learning-how-to-learn Strategies

Learners will develop the use of strategies to help them learn the language effectively. Learners will, for example

- take responsibility for their own learning, eg reflect on their own use of language, take appropriate risks, cooperate with others, use knowledge of the language in new situations.

EsseNTial Learnings through Indigenous Languages and Culture

An Indigenous Languages and Culture program will provide many opportunities for learners to engage with and reinforce all four domains of the EsseNTial Learnings. Through the Indigenous Languages and Culture outcomes, learners will develop their sense of identity and social responsibility, their communication skills and their ability to maintain meaningful relationships with others. Through working in their first language, learners will have the opportunity to develop their meta-cognitive skills.

Program implementation

Schools wishing to implement an Indigenous Language Learning program should first consult the NT Board of *Studies Australian Indigenous Languages Policy* for the policy principles and values. In particular, they should note and adhere to the following principles:

- An Indigenous language should be taught in schools only with the agreement of the custodians of the language.
- Indigenous Australians must have control and ownership of the process of Indigenous language curriculum development and implementation.
- Schools will need to develop appropriate procedures to ensure the school and the Indigenous community work together to reach decisions about the teaching of Indigenous languages. Schools will use these procedures to decide which languages are to be taught and the type of program to be offered, who the language teachers will be and how the language program is to be implemented.
- The school, teachers and language specialists, such as teacher-linguists and linguists, will work with Indigenous communities to develop practical programs.
- Schools must allow enough time to properly consult with all stakeholders before starting a program and throughout its operation.

References

Marika, R. November 2000. Milthun Latju Waanga Romgu Yolngu: Valuing Yolngu Knowledge in the Education System. *TESOL in Context Teaching English to Speakers of Other Languages. Journal of ACTA Australian Council of TESOL Associations*, Volume 10 Number 2.

Senior Secondary Assessment Board of South Australia. 1996. *Australian Indigenous Languages Framework*. Author, Adelaide.

Stephens S. 2000. *Culturally Responsive Science Curriculum*. Science Consortium and Alaska Rural Systemic Initiative, Alaska.

Learners demonstrating evidence of Key Growth Point 2	Learners demonstrating evidence of Key Growth Point 3	Learners demonstrating evidence of Band 1	Strands and Links
<ul style="list-style-type: none"> show that it is interesting and educational to visit traditional country name the features of their homeland identify their own Dreamings and totem/s. 	<ul style="list-style-type: none"> name traditional country from their mother's and father's side recognise their own clan totems/ Dreamings and songs participate in traditional dancing say the name of the body design they are painted with use some location terms to talk about country, eg up, down, far, near. 	<ul style="list-style-type: none"> identify traditional country from all four grandparents identify stories, songs and dances from their traditional country/skin groups explain that traditional body paintings are determined by family, skin and clan groups use some directional terms, eg north, south, east, west. 	<p>Country/Land</p> <p>Links</p> <p>EsseNTial Learnings: In 6</p> <p>Learning Areas: The Arts, HPE, Science, SOSE, Technology and Design</p> <p>Perspectives: Numeracy</p>
<ul style="list-style-type: none"> recognise family name, given name/s, skin name and moiety, as appropriate talk about their own family/clan say names for some outside body parts. 	<ul style="list-style-type: none"> talk about family names, their own names, clan names and skin names, as appropriate recognise that everyone belongs to a moiety, a clan, a family group and a skin group, where appropriate say kinship terms and use sign language for people in their own family name many outside body parts. 	<ul style="list-style-type: none"> identify family, clan and skin groups in their community, where appropriate talk about extended family and clan, where appropriate recognise and label many kinship terms identify own family Dreamings, clan songs and dances show the right way to behave to people in their family name many body parts, including some inside ones, eg stomach, blood, bone talk in simple words about feelings, sickness and health. 	<p>People and Kinship</p> <p>Links</p> <p>EsseNTial Learnings: In 4, In 6, Col 3</p> <p>Learning Areas: The Arts, HPE, Science, SOSE, Technology and Design</p> <p>Perspectives: Numeracy</p>
<ul style="list-style-type: none"> name common bush fruits, other bush foods, and common local animals talk about things that can be eaten and things that cannot be eaten name different parts of the environment. 	<ul style="list-style-type: none"> name the main places where local bush foods and animals are found name the local seasons and weather patterns classify things that can be eaten and things that cannot be eaten name some tools and useful objects made from trees talk about places where water is found. 	<ul style="list-style-type: none"> identify bush foods and animals found at different times of the year recognise and draw different animal tracks name different trees/plants and say how people use them name some common bush medicines describe types of water, including rain, and its importance. 	<p>Natural Environment</p> <p>Links</p> <p>EsseNTial Learnings: In 4, Con 4</p> <p>Learning Areas: The Arts, HPE, Science, SOSE, Technology and Design</p> <p>Perspectives: Numeracy</p>

Strands and LinksLearners demonstrating evidence of
Band 2Learners demonstrating evidence of
Band 3**Country/Land****Links****EsseNTial Learnings:**In 6, Con 3,
Con 4**Learning Areas:**The Arts, HPE,
Science, SOSE,
Technology and
Design**Perspectives:**

Numeracy

- name country that belongs to different family or kinship groups
- describe features of their homeland/s
- identify their own totem/s and recognise that others have their own totem/s
- use proper ways to talk to country
- use most directional language properly.

- describe and compare the different ways that Indigenous and non-Indigenous people view land ownership
- identify the (traditional) owners and managers for their own country and for the country that the community is on
- retell stories for different places, eg Dreaming stories or Jukurrpa.

People and Kinship**Links****EsseNTial Learnings:**

In 4, Col 3

Learning Areas:The Arts, HPE,
Science, SOSE,
Technology and
Design**Perspectives:**

Numeracy

- identify laws for behaviours to do with funeral ceremonies and other appropriate ceremonies
- explain how different relations have different responsibilities in ceremonies
- describe body markings, designs and paintings
- name some inside and most outside body parts
- talk about feelings, sickness and health.

- explain how the skin groups in their family form patterns through the generations, if appropriate
- describe and compare Indigenous and non-Indigenous family structures
- investigate different relationships and appropriate behaviours for these relationships, eg friends, boyfriends, girlfriends, right skin marriage partners and in-laws, being a parent
- talk about some traditional ways of preventing sickness and staying healthy.

Natural Environment**Links****EsseNTial Learnings:**In 4, Col 3,
Con 4**Learning Areas:**The Arts, HPE,
Science, SOSE,
Technology and
Design**Perspectives:**

Numeracy

- identify indicators of seasonal and weather changes, for example plants, changes in wind direction
- explain how different bush foods grow in different ways, eg underground, on a vine, on a bush
- talk about bush medicines and how to find them
- name some body parts of different animals
- explain how to find, get and collect water.

- describe how the seasons and weather affect people's lives
- classify different aspects of traditional food
- find and prepare appropriate bush medicines under the supervision of elders
- name different hunting tools and their uses, and describe how to make them
- discuss the influences of rain and connections between rain and ceremony.

Learners demonstrating evidence of Band 4	Learners demonstrating evidence of Band 5	Strands and Links
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- explain relationships different cultural groups have with land and the conflicts that can arise when these relationships clash
- discuss the ownership of appropriate stories and texts
- talk about important relationships in their families and how these relationships are linked to looking after country.

- apply understandings about country through explanations to elders, using diagrams and charts if appropriate
- explain current reconciliation procedures in relationship to land
- identify the role of land councils in looking after country
- explain how the actions of ancestral beings created the landscape.

Country/Land

Links

EsseNTial Learnings:
In 6, Con 3, Con 4

Learning Areas:
The Arts, HPE, Science, SOSE, Technology and Design

Perspectives:
Numeracy

- describe kinship connections they have with the surrounding region and communities
- describe reasons why the kinship system is important, eg why it is important to marry the right skin
- explain which natural things people are related to and which songs, stories and dances go with these relationships
- talk about men’s health and women’s health.

- explain the connections between ceremonies, rules, laws and relationship systems
- explain the place of elders in community life
- explain how art forms, eg body paintings, body markings, designs, paintings, funeral poles, songs and dances) identify people, places, events, ceremonies and links to country.

People and Kinship

Links

EsseNTial Learnings:
In 4, In 6, Col 3

Learning Areas:
The Arts, HPE, Science, SOSE, Technology and Design

Perspectives:
Numeracy

- explain Indigenous land management practices for different times of year, eg burning time
- classify different parts of plants which are eaten and used for medicinal purposes
- describe who has rights for getting food from different places
- make their own hunting and gathering tools, eg fishing nets, spears, digging sticks, baskets
- identify special waterholes and their Dreaming/s.

- describe how bush medicines and traditional healing practices can be used in conjunction with medicines from other cultures, eg Western medicine, natural therapies
- explain special ways for cooking, cutting and sharing traditional foods
- teach younger children about made objects, under supervision of elders
- perform hunting activities in ways that are appropriate to local cultural traditions
- explain Dreaming stories about water and waterholes and why they are important.

Natural Environment

Links

EsseNTial Learnings:
In 4, In 6, Col 3

Learning Areas:
The Arts, HPE, Science, SOSE, Technology and Design

Perspectives:
Numeracy

Strands and Links

Learners demonstrating evidence of
Key Growth Point 2

Content Outcomes

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Areas:

The Arts, Health and Physical Education, Science, SOSE, Technology and Design

Perspectives:

Environmental

Country/Land

- show that it is interesting and educational to visit traditional country
- name their homeland features
- identify their own Dreamings and totem/s.

People and Kinship

- recognise family name, given name/s, skin name, and moiety, as appropriate
- talk about own family, clan
- name some outside body parts.

Natural Environment

- name common bush fruits, other bush foods, and common local animals
- talk about things that can be eaten and things that cannot be eaten
- name different parts of the environment, eg water, trees, weather, sky.

Language Outcomes

Listening and Speaking

Communication L/S KGP 2.1

interact with classmates and known adults for different purposes using home language and body language

Language Structures and Features L/S KGP 2.2

show some awareness of sounds and sound patterns
L/S KGP 2.3
use most sounds and basic grammar correctly; use hand signs where appropriate

Learning-how-to-learn Strategies L/S KGP 2.4

use some communication strategies appropriate to classroom learning.

Reading and Viewing

Communication R/V KGP 2.1

recognise meanings in written and visual texts in the classroom and the community

Language Structures and Features R/V KGP 2.2

show awareness of basic structures in written and visual texts and recognise some writing

Learning-how-to-learn Strategies R/V KGP 2.3

use simple strategies to help understand written and visual texts.

Writing

Communication W KGP 2.1

communicate ideas through drawings, copied symbols and some letters

Language Structures and Features W KGP 2.2

show awareness that speech can be written down

Learning-how-to-learn Strategies W KGP 2.3

begin to manage the mechanics of writing, copy symbols and experiment when writing and drawing.

Learners demonstrating evidence of
Key Growth Point 3

Strands and Links

Country/Land

- name traditional country from their father’s and mother’s side
- recognise their own clan totem/s, Dreamings and songs
- participate in traditional dancing
- say the name of the body design they are painted with
- use some location terms to talk about country, eg up, down, far, near.

People and Kinship

- talk about family names, their own names, clan names and skin names, as appropriate
- recognise that everyone belongs to a moiety, a clan, a family group and skin group, where appropriate
- say kinship terms and use sign language for people in their own family
- name many outside body parts.

Natural Environment

- name the main places where local bush foods and animals are found
- name the main local seasons and weather patterns
- classify things that can be eaten and things that cannot be eaten
- name some tools and useful objects made from trees
- talk about places where water is found.

Content Outcomes

Links

Essential Learnings:
In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Area:
The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:
Environmental

Listening and Speaking

Communication L/S KGP 3.1
talk with classmates and known adults; listen actively in familiar situations and classroom activities

Language Structures and Features L/S KGP 3.2
distinguish between words, syllables and sounds
L/S KGP 3.3
use most sounds and basic grammar correctly; use handsigns where appropriate

Learning-how-to-learn Strategies L/S KGP 3.4
talk informally about what they are doing and learning in class.

Reading and Viewing

Communication R/V KGP 3.1
participate in reading and responding to a range of written and visual texts with others

Language Structures and Features R/V KGP 3.2
recognise some ways in which simple written texts are structured; interpret some letters/symbols used in writing

Learning-how-to-learn Strategies R/V KGP 3.3
use some beginning-reading skills and strategies to deal with print and to make meaning from written and visual texts.

Writing

Communication W KGP 3.1
produce written symbols and letters with the intention of conveying an idea or message; recognise that writing conveys meaning to others

Language Structures and Features W KGP 3.2
demonstrate some consistent formation of letters and symbols; use some conventions of writing

Learning-how-to-learn Strategies W KGP 3.3
demonstrate some beginning-writing skills and strategies.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 1

Content Outcomes

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Areas:

The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:

Environmental

Country/Land

- identify traditional country from all four of their grandparents
- identify stories, songs and dances from their traditional country/skin groups
- explain that traditional body paintings are determined by family, skin, and clan groups
- use some directional terms, eg north, south, east, west.

People and Kinship

- identify family, clan and skin groups in their community, where appropriate
- talk about extended family and clan
- recognise and label many kinship terms
- show the right way to behave to people in their family
- identify their own family Dreamings, clan/skin songs and dances
- name many body parts, including some inside ones, eg stomach, blood, bone
- talk in simple words about feelings, sickness, health.

Natural Environment

- identify bush foods and animals found at different times of the year
- recognise and draw different animal tracks
- name different trees/plants and say how people use them
- name some common bush medicines
- describe types of water, including rain, and its importance.

Language Outcomes

Listening and Speaking

Communication

L/S 1.1

listen and speak formally and informally in learning contexts

Language Structures and Features

L/S 1.2

create texts with linked ideas, accurate grammar, a developing vocabulary; use handsigns where appropriate

Learning-how-to-learn Strategies

L/S 1.3

demonstrate understanding of how listening and speaking are used for learning.

Reading and Viewing

Communication

R/V 1.1

read/view with understanding texts with familiar symbols and a range of written texts with familiar topics and vocabulary, illustrations and predictable text structures

Language Structures and Features

R/V 1.2

interpret some organisational features and punctuation in written texts; link most sounds with letters/symbols

R/V 1.3

recognise some ways in which sentences are structured

Learning-how-to-learn Strategies

R/V 1.4

demonstrate some developing reading strategies to predict and confirm meaning in written and visual texts.

Writing

Communication

W 1.1

write different types of short texts containing more than one idea; assign a consistent message in their writing

Language Structures and Features

W 1.2

write most letters and symbols and some words correctly; follow the conventions of writing

Learning-how-to-learn Strategies

W 1.3

use some strategies to plan and compose their own writing.

Learners demonstrating evidence of
Band 2

Strands and Links

Country/Land

- name country that belongs to different family/kinship groups
- describe some features of their homeland/s
- identify their own totem/s and recognise that others have their own totem/s
- use proper ways to talk to country
- use most directional language correctly.

People and Kinship

- identify laws for behaviours to do with funeral ceremonies and other appropriate ceremonies
- explain how different relations have different responsibilities in ceremonies
- describe body markings, designs, paintings
- say kinship terms and names for people in their extended family
- show the right way to behave to people in their extended family
- name some inside and most outside body parts
- talk about feelings, sickness, health.

Natural Environment

- identify indicators of seasonal and weather changes, eg plants, changes in wind direction
- explain how different bush foods grow in different ways, eg underground, on a vine, on a bush)
- talk about bush medicines and how to find them
- name some body parts of different animals
- explain how to find, get and collect water.

Content Outcomes

Links

EsseNTial Learnings:
In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Areas:
The Arts, Health and Physical Education, Science, SOSE, Technology and Design

Perspectives:
Environmental

Listening and Speaking

Communication L/S 2.1
listen and speak formally and informally in learning contexts; adjust their speech for different purposes

Language Structures and Features L/S 2.2
create texts of some complexity, using accurate grammar, a broad range of vocabulary linked to topics studied and hand signs where appropriate

Learning-how-to-learn Strategies L/S 2.3
use listening and speaking strategies effectively to support their own learning.

Reading and Viewing

Communication R/V 2.1
read/view with understanding written and visual texts with familiar content and some unfamiliar vocabulary or features; use contextual support

Language Structures and Features R/V 2.2
identify the purposes of different text types and some of their structures and features

R/V 2.3
identify different parts of speech

Learning-how-to-learn Strategies R/V 2.4
use a range of basic strategies to interpret visual and short written texts.

Writing

Communication W 2.1
write different types of texts containing three or more connected ideas on familiar topics, considering audience and purpose

Language Structures and Features W 2.2
use basic language structures and features and writing conventions

Learning-how-to-learn Strategies W 2.3
use some strategies to plan, compose and review their own writing.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 3

Content Outcomes

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Areas:

The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:

Environmental

Country/Land

- describe and compare the different way that Indigenous and non-Indigenous people view land ownership
- identify the (traditional) owners and managers for their own country and for the country on which the community is located
- retell stories for different places, eg Jukurrpa or Dreaming stories.

People/Kinship

- explain how the skin groups in their family form patterns through the generations, if appropriate
- describe and compare Indigenous and non-Indigenous family structures
- investigate different relationships and appropriate behaviours for these relationships, eg friends, boyfriends, girlfriends, right skin marriage partners and in-laws, being a parent
- talk about traditional ways of preventing sickness and staying healthy.

Natural Environment

- describe how the seasons and weather affect people's lives
- find and prepare appropriate bush medicine under supervision of elders
- classify different aspects of traditional food
- name different hunting tools, their uses and describe how to make them
- discuss the influences of rain and connections between rain and ceremony.

Language Outcomes

Listening and Speaking

Communication L/S 3.1

listen and speak confidently with others about familiar ideas, events and information in a variety of learning contexts; adapt their speech for different purposes

Language Structures and Features L/S 3.2

use a range of complex grammar, some specialised vocabulary linked to topics studied and hand signs where appropriate

L/S 3.3
show understanding of some issues related to the use of different languages and types of language in the community

Learning-how-to-learn Strategies L/S 3.4

initiate interactions with teachers and classmates to help themselves and others learn.

Reading and Viewing

Communication R/V 3.1

read/view with understanding written and visual texts with some unfamiliar content, vocabulary or features; explore the place of reading and writing in their lives

Language Structures and Features R/V 3.2

recognise the names, purposes and many structural features of different text types

Learning-how-to-learn Strategies R/V 3.3

use strategies to gain meaning from texts, to identify, remember and reflect on information and ideas and to organise their learning.

Writing

Communication W 3.1

independently write a range of texts of two or three paragraphs about familiar topics which contain several connected ideas and information, considering audience and purpose

Language Structures and Features W 3.2

use structures and features appropriate to texts that are organised into paragraphs

Learning-how-to-learn Strategies W 3.3

use a range of strategies to plan, compose, review, correct and edit their own writing.

Learners demonstrating evidence of
Band 4

Strands and Links

Country/Land

- explain relationships different cultural groups have with land and the conflicts that can arise when these relationships clash
- discuss the ownership aspect of appropriate texts and stories
- talk about important relationships in their families and how these relationships are linked to looking after country.

People and Kinship

- describe kinship connections they have with the surrounding region and communities
- describe reasons why the kinship system is important, eg why it is important to marry the right skin
- explain which natural things people are related to and which songs, stories, dances go with these relationships
- talk about men’s health and women’s health.

Natural Environment

- explain Indigenous land management practices for different times of the year, eg burning time
- classify different parts of plants which are eaten or used for medicinal purposes
- describe who has rights for getting food from different places
- make their own hunting and gathering tools, eg fishing nets, spears, digging sticks, baskets
- identify special waterholes and their Dreaming/s.

Content Outcomes

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 2, Col 4, Constructive Learner

Learning Areas:

The Arts, Health and Physical Education, Science, SOSE, Technology and Design

Perspectives:

Environmental



Listening and Speaking

Communication

L/S 4.1

listen and speak formally and informally about familiar and unfamiliar issues in a variety of learning contexts; adjust language for different purposes and contexts

L/S 4.2

show understanding of the basic principles of professional interpreting

Language Structures and Features

L/S 4.3

use a range of complex grammar and specialised vocabulary which features in older people’s language

L/S 4.4

discuss some contrasts between the grammars of languages they know

Learning-how-to-Learn Strategies

L/S 4.5

reflect and act upon ways to improve speaking and listening skills to maximise their own learning.

Reading and Viewing

Communication

R/V 4.1

read and view with understanding texts of some complexity; explore the place of reading and writing in Indigenous communities

Language Structures and Features

R/V 4.2

analyse texts to identify their organisation and language features, with support

Learning-how-to-learn Strategies

R/V 4.3

use a range of strategies to gain meaning from texts and to evaluate texts of some complexity.

Writing

Communication

W 4.1

independently write a range of developed texts of more than one page on familiar and less familiar topics, considering audience and purpose

W 4.2

explain the purpose of transcription and transcribe short simple spoken texts

Language structures and features

W 4.3

use knowledge of strong vocabulary and language structures in writing

Learning-how-to-learn Strategies

W 4.4

use a range of strategies to plan, compose, review and edit their own written texts for meaning and effectiveness.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 5

Content Outcomes

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 2,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, Health
and Physical
Education,
Science, SOSE,
Technology and
Design

Perspectives:

Environmental

Country/Land

- apply their understandings about country through explanations to elders, using diagrams and charts, if appropriate
- explain current reconciliation procedures in relation to land
- identify the role of land councils in looking after country
- explain how the actions of ancestral beings created the landscape.

People and Kinship

- explain connections between ceremonies, rules, laws and relationship systems
- explain the place of elders in community life
- explain how art forms (for example body markings, body paintings, designs, paintings, funeral poles, songs and dances) identify people, places, events, ceremonies, behaviours and links to country.

Natural Environment

- describe how bush medicines and traditional healing practices can be used together with medicines from other cultures, eg Western medicine, natural therapies
- explain special ways for cooking, cutting and sharing traditional foods
- teach younger children to make objects under supervision of elders
- perform hunting activities in ways that are appropriate to local cultural traditions
- explain Dreaming stories about water and waterholes and why they are important.

Language Outcomes

Listening and Speaking

Communication

L/S 5.1

interact confidently and appropriately with others in formal and informal situations

L/S 5.2

show understanding of some issues of interpreting in specialised contexts

Language Structures and Features

L/S 5.3

identify and use 'strong' vocabulary, including an adult range of handsigns, and structures which feature in older people's language in a wide range of contexts

L/S 5.4

discuss some contrasts between the grammar of English and their own language in specialised contexts

Learning-how-to-learn Strategies

L/S 5.5

demonstrate control within the learning context to maximise their own learning.

Reading and Viewing

Communication

R/V 5.1

read and view with understanding complex texts and analyse the place of reading and writing in Indigenous communities

R/V 5.2

translate texts from first language to English and other community languages as appropriate

Language Structures and Features

R/V 5.3

independently analyse texts to identify their organisational and language features

Learning-how-to-learn Strategies

R/V 5.4

use a range of reading strategies to maximise their own learning.

Writing

Communication

W 5.1

write lengthy texts which show independent thinking (creative, analytical, persuasive) on a range of topics

W 5.2

produce complex written texts through transcribing and editing spoken texts

W 5.3

translate texts from English into their own language

Language Structures and Features

W 5.4

use and explain knowledge of adult ways of structuring texts

Learning-how-to-learn Strategies

W 5.5

use a range of strategies to construct written texts, reflecting on how to improve their own writing.

Listening and Speaking

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

L/S KGP 2.1 Communication

interact with classmates and familiar adults for different purposes using home language and body language

L/S KGP 2.2 Language Structures and Features

show some awareness of sounds and sound patterns

L/S KGP 2.3 use most sounds and basic grammar correctly, use hand signs where appropriate

L/S KGP 2.4 Learning-how-to-learn Strategies

use some communication strategies appropriate to classroom learning.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

L/S KGP 2.1 Communication

- label and describe objects, people and events around them
- describe activities they do at home and school
- ask and respond to simple questions related to learning experiences and personal experience, eg 'Where is your teacher?', 'Who went to the football match?'
- request favourite activities, stories and songs
- express needs and feelings in appropriate ways
- listen to teachers, elders and classmates
- follow directions/ instructions
- use simple conversation rules, eg taking turns, listening
- say names for people in their family
- use and respond to everyday vocabulary and words related to topics at school, eg kinship terms, family, bush foods
- use hand signs and gestures to assist communication.

L/S KGP 2.2 Language Structures and Features

- participate in language activities involving repetition of language, its patterns and vocabulary
- experiment with sounds and rhythm through chants, songs and clapping syllables
- reproduce most sounds of their language.

L/S KGP 2.3

- use the grammar of basic statements, questions, commands and exclamations correctly
- use some simple linking words in their talk, eg and
- use some pronoun forms correctly, eg he, they, we
- use basic agreement
- use some word endings (suffixes) correctly and some word beginnings (prefixes) in prefixing languages
- use some verb tenses correctly, eg jump/jumped
- use some simple ways of saying 'no'/'not' with nouns (naming words) and verbs (doing words)
- use some describing words (adjectives).

L/S KGP 2.4

Learning-how-to-learn Strategies

- show when something is not understood, eg use body language, ask 'What?'
- use different ways of talking and listening appropriate to the activity, eg sit and listen to a story
- pay attention to what the teacher is doing and join in class activities.

Listening and Speaking

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

L/S KGP 3.1 Communication

talk with classmates and familiar adults, listen actively in familiar situations and classroom activities

L/S KGP 3.2 Language Structures and Features

distinguish between words, syllables and sounds

L/S KGP 3.3 use most sounds and basic grammar correctly; use hand signs where appropriate

L/S KGP 3.4 Learning-how-to-learn Strategies

talk informally about what they are doing and learning in class.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

L/S KGP 3.1 Communication

- interact with others in a group using short statements and questions
- answer questions about a story they have heard
- give personal opinions, eg 'Bush bananas are good.'
- re-tell information with assistance and encouragement
- re-tell stories elders have told them
- contribute to class activities and discussions, with support
- respond appropriately to instructions in class, eg by beginning the task
- observe class rules on speaking and listening
- encourage classmates in speaking and listening contexts
- use and respond to vocabulary relevant to class topics, eg family, kinship terms, bush foods
- discuss the meaning of words.

L/S KGP 3.2 Language Structures and Features

- join in saying or singing a song, chant or rhyme
- isolate words from a flow of language
- identify beginning sounds of words
- experiment with clapping out syllables
- distinguish and clearly pronounce most sounds.

L/S KGP 3.3

- use the grammar of basic statements, questions, commands and exclamations correctly
- use some simple linking words in their talk, eg and
- use many pronoun forms correctly, eg he, they, we
- use basic agreement
- use many word endings (suffixes) correctly and word beginnings (prefixes) in prefixing languages
- use some verb tenses correctly, eg past, present, future
- use common describing words (adjectives).

L/S KGP 3.4 Learning-how-to-learn Strategies

- describe what they have done and learnt in class
- ask for more information about a task if needed
- talk about tasks with classmates.

Listening and Speaking

OUTCOMES

Learners demonstrating evidence of **Band 1**

L/S 1.1 Communication

listen and speak formally and informally in learning contexts

L/S 1.2 Language Structures and Features

create texts with linked ideas, accurate grammar, a developing vocabulary; use hand signs where appropriate

L/S 1.3 Learning-how-to-learn Strategies

demonstrate understanding of how listening and speaking are used for learning.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 1** for example

L/S 1.1 Communication

- describe pictures, paintings, people and places
- tell stories about experiences
- prepare and present simple oral presentations, eg recount an experience, give information or explanations, justify opinion with basic evidence, explain a picture
- give information to the teacher and class related to everyday classroom information exchanges
- listen to, view and respond to stories, videos, songs, dancing, paintings and poems
- listen to, view and give ideas and opinions on classroom-related topics
- listen for specific information from oral texts, eg stories, songs, role plays
- respond to others in the class, reflecting on what they hear and say
- discuss and decide what to do and when
- recognise that older people in the community use some different words to talk about familiar things
- recognise that there may be different languages spoken in the community, which can be distinguished by listening carefully
- distinguish and clearly pronounce most sounds.

L/S 1.2 Language Structures and Features

- link ideas in different ways, eg after that, soon, because, if
- introduce characters with nouns
- use common demonstratives, eg words for 'this', 'that'
- use grammatical agreement in common phrases and sentences, eg number, person, case marking, case on nouns referring to the same thing, bound pronouns with free nouns or pronouns
- use most common suffixes and prefixes (in prefixing languages) correctly
- use more verb forms correctly
- use common reduplication patterns, where applicable
- use more than one describing word appropriately to describe one thing
- recognise that words can have more than one meaning, eg draw pictures of words to illustrate meanings, make simple word definitions.

L/S 1.3 Learning-how-to-learn Strategies

- participate in learning activities by contributing relevant information
- ask for more information from others speakers to clarify what they are saying
- role play differences between the ways that people are expected to listen and speak in class and the ways that they do so outside class and at home.

Listening and Speaking

Links


EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental 

OUTCOMES

Learners demonstrating evidence of **Band 2**

L/S 2.1 Communication

listen and speak formally and informally in learning contexts, adjusting their speech for different purposes

L/S 2.2 Language Structures and Features

create texts of some complexity, using accurate grammar, a broad range of vocabulary linked to topics studied and hand signs where appropriate

L/S 2.3 Learning-how-to-learn Strategies

use listening and speaking strategies effectively to support their own learning.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

L/S 2.1 Communication

- speak and perform in front of others, eg prepared talks, drama, role plays
- attempt to persuade others in the class to a point of view or action, presenting a few reasons
- retell a story read to them or from real life situations, including all details
- present short, prepared talks and reports to the class
- make comments that expand ideas further
- listen actively to a speaker and respond to their ideas and suggestions
- explain differences in the way language is used in different situations, eg talking to your brother, participating in a ceremony, talking in a big group.

L/S 2.2 Language Structures and Features

- use most demonstratives and pronominal forms correctly
- use more complex verb forms and appropriate tenses accurately in context
- recognise some words and structures from older people's language
- recognise and use some specialised language related to topics about kinship, country, the natural environment, and other learning areas
- recognise, use and explain words of the same meaning (synonyms), words with opposite meanings (antonyms) and words with more than one meaning
- use simile and comparison, eg 'That rock is like a woman sitting.'
- identify loan words from English and from other Indigenous and non-Indigenous languages
- distinguish and clearly pronounce all sounds.

L/S 2.3 Learning-how-to-learn Strategies

- follow conventions and procedures for class activities, eg take turns, ask questions
- select and organise ideas before giving a talk
- seek explanations for things not understood
- explain how they will carry out a task
- take risks when speaking, eg speak in new situations, use new words.

Listening and Speaking

OUTCOMES

Learners demonstrating evidence of **Band 3**

L/S 3.1 Communication

listen and speak confidently with others about familiar ideas, events and information in a variety of learning contexts; adapt their speech for different purposes

L/S 3.2 Language Structures and Features

use a range of complex grammar, some specialised vocabulary linked to topics studied and hand signs where appropriate

L/S 3.3

show understanding of some issues related to the use of different languages and types of language in the community

L/S 3.4 Learning-how-to-learn Strategies

initiate interactions with teachers and classmates to help themselves and others learn.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

L/S 3.1 Communication

- plan, rehearse and present formal oral presentations
- express their own ideas/opinions without dominating discussions
- attempt to persuade others in the class to a point of view or action, presenting a few reasons
- participate in impromptu or scripted plays
- listen and respond to literature, information, opinions, ideas and suggestions
- listen for a speaker's main ideas and supporting detail in a class or group discussion
- identify some components and persuasive features of formal spoken language, eg public meetings
- identify fact from opinions, gossip and rumours from real stories.

L/S 3.2 Language Structures and Features

- use complex and compound sentences
- use all verb forms and most pronominal forms
- use some ways of building words from other words, eg compounding, incorporation, prefixation, suffixation, nominalisation.

L/S 3.3

- identify who speaks what language to whom, when and where, and how they make the choice
- identify words and phrases that are different from older people's, eg English-based words, slang, new words, baby talk (after recording their own speech on tape, video or software application) **[LT]**
- use grammatical terms to discuss their own and older people's language
- discuss how meanings and sounds change when words are borrowed from English and other languages
- discuss some contrasts between vocabulary and meanings of their own language and English
- identify where languages use words differently to categorise things, eg English may have one word for a species where as Indigenous languages may have more, languages make different distinctions in kinship terms, general terms like 'bird' or 'animal' may have different scope.

L/S 3.4 Learning-how-to-learn Strategies

- initiate discussion with classmates and teacher about how to approach tasks
- listen critically and respond constructively to alternative viewpoints
- paraphrase and summarise what a person says, in order to check that what they have understood is what the speaker meant
- phrase questions to obtain information they need and seek information from appropriate sources
- correct their own speech for meaning and accuracy
- reflect on their own learning and identify and explain what they need to do to achieve the task.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental

Listening and Speaking

Links

EsseNTial

Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Numeracy,
Environmental

OUTCOMES

Learners demonstrating evidence of **Band 4**

L/S 4.1 Communication

listen and speak formally and informally about familiar and unfamiliar issues in a variety of learning contexts; adjust language for different purposes and contexts

L/S 4.2

show understanding of the basic principles of professional interpreting

L/S 4.3 Language Structures and Features

use a range of complex grammar and specialised vocabulary which features in older people's language

L/S 4.4

discuss some contrasts between the grammars of languages they know

L/S 4.5 Learning-how-to-learn Strategies

reflect and act upon ways to improve speaking and listening skills to maximise their own learning.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

L/S 4.1 Communication

- experiment with a variety of formal language activities, eg debates, interviews
- construct and give presentations individually and in groups
- summarise main ideas
- use first language in experimental ways, eg create rap in first language
- explore Indigenous language lyrics used in rock/country music
- comment on aspects of content, context and point of view of a range of spoken texts
- discuss who has authority to offer opinions and make decisions about particular issues
- identify and reflect on teenagers' ways of speaking.

L/S 4.2

- role play interpreting in simple situations
- explain the need for and the role of interpreters
- explain some of the ways people should act in interpreting contexts, eg professionals should speak to their clients and not the interpreter, interpreters should not add or omit information.

L/S 4.3 Language Structures and Features

- use and respond to some abstract and intellectual language
- create texts that contain a number of organised arguments.

L/S 4.4

- discuss pronoun systems, word order and case systems in the languages they know
- discuss some contrasts between the grammar of their own languages and English
- discuss some contrasts between the grammars of different Indigenous languages and types of language.

L/S 4.5 Learning-how-to-learn Strategies

- collaborate with others to seek information
- identify strengths and weaknesses of their own and others' spoken presentations
- compare and contrast information from different sources and draw conclusions about topics studied
- apply skills and strategies learnt, to a new learning context
- use a variety of resources to help increase knowledge of more complex language
- reflect on their language choices to create and express their thoughts, ideas and feelings
- use a journal to reflect on experience of giving oral presentations and ways to improve.

Listening and Speaking

OUTCOMES

Learners demonstrating evidence of **Band 5**

L/S 5.1 Communication

interact confidently and appropriately with others in formal and informal situations

L/S 5.2 show understanding of some issues of interpreting in specialised contexts

L/S 5.3 Language Structures and Features

identify and use 'strong' vocabulary, including an adult range of hand signs, and structures which feature in older people's language in a wide range of contexts

L/S 5.4 discuss some contrasts between the grammar of English and their own language in specialised contexts

L/S 5.5 Learning-how-to-learn Strategies

demonstrate control within the learning context to maximise their own learning.

Links

Essential Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

Can be achieved
through ALL
Learning Areas

Perspectives:

Numeracy,
Environmental

INDICATORS

Learners demonstrating evidence of **Band 5** for example

L/S 5.1 Communication

- collaborate with others to present information and ideas with a good sense of their audience
- report formally on different perspectives of a complex issue and present their own opinions
- perform texts such as role plays and short scripts for familiar groups to assist the exploration of complex issues in class
- use language in a range of contemporary forms, eg speeches, modern songs, video scripts
- listen to and discuss a range of viewpoints about texts/issues and, in response, develop or modify their personal opinions.

L/S 5.2

- role play interpreting
- discuss translation of specialised vocabulary, eg in police situations, courts
- show some understanding of systems and procedures in specialised contexts, eg police, courts.

L/S 5.3 Language Structures and Features

- use abstract and intellectual language
- listen to rhetorical speech and identify rhetorical devices
- discuss features of spoken text, eg content, length, type of voice used, distinguishing vocabulary, use of repetition and other structural features.

L/S 5.4

- discuss ways of translating complex English structures into their own language, eg the passive, nominalisations.

L/S 5.5 Learning-how-to-learn Strategies

- make generalisations based on information gained
- provide evidence to support their conclusions
- modify the task/context to maximise their own learning
- evaluate skills and strategies learnt for relevance to a new context
- observe good speakers' presentations, and analyse what they do.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

Can be achieved
through ALL
Learning Areas

Perspectives:

Numeracy,
Environmental

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

R/V KGP 2.1 Communication

recognise meanings in written and visual texts in the classroom and the community

R/V KGP 2.2 Language Structures and Features

show awareness of basic structures in written and visual texts and recognise some writing

R/V KGP 2.3 Learning-how-to-learn Strategies

use simple strategies to help understand written and visual texts.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

R/V KGP 2.1 Communication

- talk about paintings, designs, photos and pictures
- retell some of the ideas or events from texts read by others
- participate in shared reading activities
- recognise and respond to some everyday print, eg community signs
- identify written texts in their own environment
- request favourite stories or videos and give reasons for their preferences.

R/V KGP 2.2 Language Structures and Features

- sequence pictures or photos to make a story, eg after an excursion or country visit
- recognise the beginning and end of a text
- predict events in a story
- recognise some letters from their own name.

R/V KGP 2.3 Learning-how-to-learn Strategies

- look at a book in their own time
- follow daily routines using photographs, pictures and symbols
- demonstrate visual perception skills, eg find specific objects in a picture, recognise sand drawings, recognise animal tracks
- draw on personal experiences to predict events and interpret information during shared reading or viewing activities
- maintain focus when looking at a visual image, eg a painting, book, chart, picture
- distinguish between print and pictures.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

R/V KGP 3.1 Communication

participate in reading and responding to a range of written and visual texts with others

R/V KGP 3.2 Language Structures and Features

recognise some ways in which simple written texts are structured; interpret some letters/symbols used in writing

R/V KGP 3.3 Learning-how-to-learn Strategies

use some beginning-reading skills and strategies to deal with print and to make meaning from written and visual texts.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

R/V KGP 3.1 Communication

- use pictures and 'read' them to tell a story
- join in reading charts, wall stories, simple notices and class rules
- read shared books and talk with class about parts of the story
- talk about the meaning of pictures, paintings and symbols in the community
- join in with key words and repetitive phrases in shared reading sessions
- 'read' the words of familiar stories, songs, chants and poems
- match signs and labels, eg skin names, own names, family name, place names, words on maps
- make meaning from a pattern, eg patterns used in painting
- draw on personal experiences and knowledge of stories to predict events and interpret information during shared reading and viewing activities
- draw pictures about stories they have read, heard or viewed
- role play parts of stories
- identify main characters in stories they have read, heard or viewed
- talk about who has written and illustrated the books they are reading.

R/V KGP 3.2 Language Structures and Features

- sequence pictures/writing to create a meaningful text
- say the sounds that some letters represent
- recognise letters of their own name in other words, eg community signs
- recognise and name some letters
- recognise their own name when written
- identify some full stops, capital letters and spaces between words in shared reading
- use words for elements of written texts, eg page, word, sentence.

R/V KGP 3.3 Learning-how-to-learn Strategies

- hold book, turn pages from front to back, 'read' from top to bottom and left to right, relate story or information as if reading the words, turn pages at the correct time, use the pictures when listening to reading, follow print with finger for directionality
- use title and illustrations to predict what a story might be about
- predict words or phrases in texts through use of, eg picture cues, initial letter and sounds, repetitive sections of familiar texts
- sight-read many letters and some words and texts in the classroom.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental 

OUTCOMES

Learners demonstrating evidence of **Band 1**

R/V 1.1 Communication

read/view with understanding texts with familiar symbols and a range of written texts with familiar topics and vocabulary, illustrations and predictable text structures

R/V 1.2 Language Structures and Features

interpret some organisational features and punctuation in written texts; link most sounds with letters/symbols

R/V 1.3

recognise some ways in which sentences are structured

R/V 1.4 Learning-how-to-learn Strategies

demonstrate some developing reading strategies to predict and confirm meaning in written and visual texts.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

R/V 1.1 Communication

- read and respond to a range of text types, eg identify the sequence of events in narratives and recounts, compare stories with own experiences, talk about the information in factual texts, follow simple written instructions, respond to characters in stories, eg say why a character did something
- comprehend short high frequency written cues, school signs and written class instructions
- read texts in environment, eg charts, cards, lists, notices
- read familiar texts to others using both memory and word recognition, eg books, their own stories
- read joint texts negotiated with the teacher and/or classmates
- read class-made texts from learning areas eg maths, science, SOSE, health and physical education
- talk about who might read a particular text and why.

R/V 1.2 Language Structures and Features

- supply a beginning or an ending to a story using sequenced pictures with some missing parts
- recognise titles, headings, diagrams and labels
- arrange parts of texts/pages to make whole text
- recognise the names of classmates
- sound out new words
- interpret capital letters, spaces between words, full-stops and hyphens where appropriate
- show some understanding of alphabetical order, eg recite the alphabet for their language, put word cards in alphabetical order.

R/V 1.3

- arrange words and parts of words on cards to create meaningful sentences
- show awareness that there are different kinds of words (parts of speech) in a sentence, eg by choosing the best kind of word to complete a sentence [The man to the shop. (walked/ran/drove)]
- identify words or parts of words (eg suffixes) that give information about who did something and what they did it to.

R/V 1.4 Learning-how-to-learn Strategies

- repeat words and phrases when reading to ensure their own understanding
- identify familiar words and chunks of text; recognise some sight words and parts of words
- use word and sentence cards to make their own texts
- 'have-a-go' at reading new words using decoding skills and contextual cues, eg whole word shapes, picture cues
- recognise that words can be broken into parts to make reading easier, eg separate the stem from the suffix or prefix.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Band 2**

R/V 2.1 Communication

read/view with understanding written and visual texts with familiar content and some unfamiliar vocabulary or features; use contextual support

R/V 2.2 Language Structures and Features

identify the purposes of different text types and some of their structures and features

R/V 2.3

identify different parts of speech

R/V 2.4 Learning-how-to-learn Strategies

use a range of basic strategies to interpret visual and short written texts.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 2** for example

R/V 2.1 Communication

- read and view a range of texts, eg simple narratives, factual texts, simple printed or visually presented instructions and questions, community notices, simple school letters to parents
- read texts incorporating charts, maps, flow charts and diagrams and match text with diagrams
- read and follow simple directions from class charts and boards
- read instruction cards for group activities, eg simple directions for construction activities
- read a story map and retell information
- interpret the demands of simple task instructions and questions, with support, eg short answer questions, give three sentences describing..., yes/no questions
- read texts for enjoyment, information or interest.

R/V 2.2 Language Structures and Features

- discuss how whole texts are constructed, eg how linking words develop meaning, how the paragraph is a tool for organising ideas
- recognise the main organisational features of texts, eg the way ideas are ordered, the specific words that connect ideas, headings, sub-headings, lists of contents
- recognise and interpret most punctuation, eg capital letters, full stops, hyphens, where appropriate
- read a text aloud using appropriate intonation following punctuation
- identify the main sections of the dictionary, eg language to English and English to language
- explain how words in a dictionary are organised, eg in alphabetical order, by topic.

R/V 2.3

- discuss word function in a sentence (eg identify which words show who did something, when, where, what they did) and how this is signalled (eg a suffix on a noun, a pronominal prefix on a verb)
- identify nouns, verbs, pronouns, adjectives, adverbs, conjunctions, etc, as appropriate to the language
- show some understanding of the classification of words within parts of speech, eg gender in nouns, different verb conjugations
- discuss how pronouns (whole words or parts of words) work in the language, eg singular, dual, plural
- discuss the concept of possession (eg 'part of', 'belonging to') and ways of expressing it (eg pronouns, noun phrases).

R/V 2.4

Learning-how-to-learn Strategies

- predict meaning of unknown words/phrases using cues, eg draw on experience or background knowledge of the topic or context, use pictures to link illustrations and written text
- ask teacher/others about new words/phrases
- decode unknown words using knowledge of letters and the sounds they make (graphophonic cues)
- self-correct when reading
- use a reading log/journal to record and comment on texts read or viewed.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Band 3**

R/V 3.1 Communication

read/view with understanding written and visual texts with some unfamiliar content, vocabulary or features; explore the place of reading and writing in their lives

R/V 3.2 Language Structures and Features

recognise the names, purposes and many structural features of different text types

R/V 3.3 Learning-how-to-learn Skills and Strategies

use strategies to gain meaning from texts, to identify, remember and reflect on information and ideas and to organise their learning.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

R/V 3.1 Communication

- read and view a range of texts, eg narratives, factual texts, newsletters, short texts without picture cues
- retell and discuss texts read/viewed, identifying content/background, purpose and main ideas
- discuss characters and sequence of events
- use texts to locate specific information, eg information in a factual report
- make connections between ideas stated in long texts, eg in different chapters or sections
- answer questions about texts read
- show some understanding of complex visual texts, eg paintings
- discuss ownership of stories
- talk with people in the community about reading and writing in the language (what they read and write, when and where) and report back to class
- identify texts available to read in their language and discuss what they would like to read
- read texts for enjoyment, information or interest.

R/V 3.2 Language Structures and Features

- recognise and interpret the conventions of text organisation, eg columns, headings, paragraphs
- compare different text types and explain some basic differences in structure, eg how a recount is different from a factual text
- recognise the use of some grammatical structures in written texts, eg complex verb forms, pronominal forms, the use of word order to highlight certain meanings
- identify the main parts of dictionary entries, eg distinguish head word, part of speech, definition, examples of usage.

R/V 3.3 Learning-how-to-learn Strategies

- work out meaning of unknown words and phrases in written texts, eg using
 - prediction, considering context and drawing on background knowledge of topic
 - knowledge of grammar, sentence structure and text organisation
 - knowledge of graphophonics, eg initial sounds, common letter patterns, syllables, blends
 - knowledge of known word meanings and word formation
- recognise an increasing bank of sight words, including words from cultural content
- clarify or correct meaning by pausing, re-reading, reading on or slowing down
- use skimming and scanning to find specific information
- sequence, summarise and classify information using diagrams, eg tree diagram, concept map, table
- use a dictionary to help understand new words
- justify their own opinions about texts by reference to the texts
- use a journal to record reflections on ideas explored in texts and make links to their own life experiences
- share journal entries reflecting on their own learning with others.

Reading and Viewing

OUTCOMES

Learners demonstrating evidence of **Band 4**

R/V 4.1 Communication

read and view with understanding texts of some complexity; explore the place of reading and writing in Indigenous communities

R/V 4.2 Language Structures and Features

analyse texts to identify their organisation and language features, with support

R/V 4.3 Learning-how-to-learn Skills and Strategies

use a range of strategies to gain meaning from texts and to evaluate texts of some complexity.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design


Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 4** for example

R/V 4.1 Communication

- read/view a range of texts, eg
 - texts from a range of contemporary contexts
 - texts in the 'strong' language of older people
 - texts developed from ceremonial activities, country visits
- identify and discuss issues/ideas explored in written and visual texts
- summarise the main ideas in texts read/viewed
- cope with changes in genres within texts, eg scientific description and personal recount about bush foods
- read texts in more than one language/type of language, eg father's language, other community language
- identify what safe keeping places for texts are and where they exist, eg in the community, archives at AIATSIS
- find out what has been written in their language in the past and collect it if it is not already in a safe keeping place
- contribute to safe keeping of language resources by archiving texts made in the school/community and by getting back copies of texts that might be stored away from the community
- use the Internet to find out about and/or contact Indigenous communities in Australia and in other countries to explore how they use reading and writing in their languages 
- read texts for enjoyment, information or interest.

R/V 4.2 Language Structures and Features

- identify key information and events in a text
- discuss how important points of information and story are highlighted in a text
- recognise complex grammatical structures in written texts and how these structures are used to create meanings, eg verb forms used to create meanings about time, grammatical structures used to create meanings about cause and effect
- consider how logical relations, eg time, cause/effect are indicated by linking devices
- discuss what influences a writer's choice of vocabulary in a text.

R/V 4.3 Learning-how-to-learn Strategies

- paraphrase and summarise a text
- use journals to reflect on ideas and writers' techniques
- skim and scan the content of extended texts
- sequence information using diagrams, eg time lines, story map, concept map
- use a dictionary to help understand new words
- compare their own response to texts with others' responses
- evaluate the accuracy of public written texts, eg for spelling, for cultural information.

Reading and Viewing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Band 5**

R/V 5.1 Communication

read and view with understanding complex texts, and analyse the place of reading and writing in Indigenous communities

R/V 5.2

translate texts from first language to English and other community languages as appropriate

R/V 5.3 Language Structures and Features

independently analyse texts to identify their organisational and language features


R/V 5.4 Learning-how-to-learn Strategies

use a range of reading strategies to maximise their own learning.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

R/V 5.1 Communication

- read a range of texts, eg
 - texts that explore social issues
 - texts written in complex language of older people
 - factual texts about adult knowledge
 - histories
- discuss the main ideas in texts
- explore and respond to different perspectives, attitudes and concerns on complex issues
- compare different versions of the same story and identify and discuss similarities and differences
- discuss the attitudes and concerns explored in adult texts
- evaluate the sources and quality of information presented
- read texts in different languages/types of languages where appropriate
- contact other Indigenous Australian communities (eg remote communities, town communities, communities in southern Australia) and overseas Indigenous communities to find out about how they use reading and writing in their languages 
- read texts for enjoyment, information or interest.

R/V 5.2

- translate a variety of text types, eg reports, recounts, opinions, factual texts
- translate texts with varying accuracy in English
- discuss some contrasts between their own language and English in grammar, discourse structure and figurative use of language.

R/V 5.3 Language Structures and Features

- identify how what is most important is highlighted in texts (thematisation)
- identify what makes a text effective and interesting
- compare the grammatical features of different text types.

R/V 5.4 Learning-how-to-learn Strategies

- observe when and where people read in first language in the community
- engage in discussion with peers and other community members about the place of reading their own language in the community
- use a dictionary to help understand new words and phrases
- use a range of reference sources, eg AIATSIS archives, community and school library
- locate and synthesise information on a particular topic from a range of texts
- keep a journal to reflect on their own reading and learning in first language.

Writing

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

W KGP 2.1 Communication

communicate ideas through drawings, copied symbols and some letters

W KGP 2.2 Language Structures and Features

show awareness that speech can be written down

W KGP 2.3 Learning-how-to-learn Strategies

begin to manage the mechanics of writing, copy symbols and experiment when writing and drawing.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

W KGP 2.1 Communication

- use drawing as their first form of writing
- mix approximate and conventional letter shapes and give meaning to this writing
- identify a letter or word they have written
- talk about what they've drawn or written
- suggest words when teacher scribes for an individual or in-group writing.

W KGP 2.2 Language Structures and Features

- show awareness of the difference between pictures and words
- dictate a text to be scribed by the teacher
- show awareness that writing can be read and re-read, eg tell a story from something they have written
- ask for something to be written down.

W KGP 2.3 Learning-how-to-learn Strategies

- demonstrate some visual motor integration, eg join dots, follow patterns, trace, copy symbols and letters
- establish writing hand preference, eg use their left or right hand to write
- demonstrate fine motor control using a variety of materials, eg threading, modelling, construction
- demonstrate an awareness of directionality, eg draw a line from top to bottom, left to right
- find a good place to draw and write, eg sit at a table, place paper in front of self
- imitate writing when they see others writing
- produce symbols that may include curved, intersecting or straight lines
- imitate and trace lines, circles, pictures, patterns, shapes and letters
- scribble randomly and/or in a linear fashion
- actively participate in shared writing activities, eg books, poems, songs
- experiment with different materials to create letters and shapes, eg draw in the sand, finger printing.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

W KGP 3.1 Communication

produce written symbols and letters with the intention of conveying an idea or message; recognise that writing conveys meaning to others

W KGP 3.2 Language Structures and Features

demonstrate some consistent formation of letters and symbols; use some conventions of writing

W KGP 3.3 Learning-how-to-learn Strategies

demonstrate some beginning-writing skills and strategies.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

W KGP 3.1 Communication

- draw pictures and write some letters to describe them
- mix invented and conventional letter shapes to construct a message
- represent words by writing some sounds in the word
- dictate texts to competent writers for a purpose, eg to recount an event
- join in writing simple notices, books and class texts
- make relevant suggestions during class writing activities when the teacher is acting as a scribe
- talk about why people write and produce visual texts like paintings.

W KGP 3.2 Language Structures and Features

- attempt to write their own name, using a mixture of some letters and some invented letters
- form some letters of the alphabet
- experiment with punctuation marks, eg full stops, lower and upper case letters, spaces between words.

W KGP 3.3 Learning-how-to-learn Strategies

- initiate and practise writing
- use bush trips, the environment, oral activities and personal experiences as stimuli for writing own stories
- copy teacher's writing
- copy and write a pattern
- 'have-a-go' at writing using invented spelling
- participate in making class books, charts and stories
- start writing in the left-hand corner and at the top of the page
- string letters together from left to right
- hold the pencil properly.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 1**

W 1.1 Communication

write different types of short texts containing more than one idea; assign a consistent message in their writing

W 1.2 Language Structures and Features

write most letters and symbols and some words correctly; follow the conventions of writing

W 1.3 Learning-how- to-learn Strategies

use some strategies to plan and compose their own writing.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 1** for example

W 1.1 Communication

- write different kinds of texts, eg recounts, short texts about the environment, sentences which label pictures
- participate in re-writing familiar songs, rhymes and stories in groups and independently
- link ideas in different ways, eg after that, because, if
- draw diagrams, pictures and maps with labels
- re-read their own texts without changing the meaning
- draw pictures as the context of their writing.

W 1.2 Language Structures and Features

- write their own first name and family name
- say the names and form most letters of the alphabet correctly
- spell some familiar words correctly
- use knowledge of graphophonics to write initial sounds in words and most other sounds
- sometimes leave spaces between words or word-like clusters
- use capital letters and full stops correctly some of the time.

W 1.3 Learning-how- to-learn Strategies

- write for a purpose, eg tell about an event
- use visual texts to convey meaning, eg labelled drawings, photographs, maps, kinship charts
- plan and discuss ideas/information before and during writing, eg brainstorm, list key words, story map, time line, writing conferences with teacher
- copy words needed in a story from around the classroom
- use knowledge of sound-symbol relationships and letter patterns to attempt unknown words
- use some simple strategies to help to spell some familiar words correctly, eg name cards, syllable cards, use knowledge of sight words, use knowledge of place names
- read their own writing aloud and answer questions about it.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Band 2**

W 2.1 Communication

write different types of texts containing three or more connected ideas on familiar topics, considering audience and purpose

W 2.2 Language Structures and Features

use basic language structures and features and writing conventions

W 2.3 Learning-how-to-learn Strategies

use some strategies to plan, compose and review their own writing.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

W 2.1 Communication

- compose written texts containing a few related ideas in sequence, eg
 - procedural texts, eg how to prepare bush medicine
 - short narratives, eg stories from traditional country
 - short factual texts, eg explanation of how different bush foods grow
 - descriptions, eg describing body paintings
 - students' or family members' names, kinship charts, country maps
- contribute to and participate in group constructions of text
- say why they are writing and who it is for.

W 2.2 Language Structures and Features

- compare features across text types
- link ideas in different ways, eg conjunctions (but), introduce a character with a noun or pronoun and then refer to it by a pronoun
- write sentences showing basic grammatical accuracy
- use simple punctuation correctly, eg capital letters and full stops in simple sentences, question marks for questions, commas to separate words in a list
- spell frequently-used words and common spelling patterns correctly.

W 2.3 Learning-how-to-learn Strategies

- plan and discuss ideas/information before and during writing, eg brainstorm, research, list key words, use simple visual ways of organising ideas (eg story map, time line), participate in writing conferences
- revise during and after writing, eg delete or add words to make meaning clearer, add information, add or change punctuation, check out and correct spelling
- use a variety of resources to assist spelling, eg class charts, dictionaries, a spelling journal
- identify and correct simple mistakes, eg cross out and add words/letters, independently check a spelling mistake, add a full stop, identify a spelling mistake by circling or underlining
- read their own story aloud and respond to questions
- keep a journal about their own learning.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 3**

W 3.1 Communication

independently write a range of texts of two or three paragraphs about familiar topics which contain several connected ideas and information, considering audience and purpose

W 3.2 Language Structures and Features

use structures and features appropriate to texts that are organised into paragraphs

W 3.3 Learning-how-to-learn Strategies

use a range of strategies to plan, compose, review, correct and edit their own writing.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 3** for example

W 3.1 Communication

- compose written texts on familiar topics, eg
 - recounts sequencing several detailed aspects of an event
 - reports and descriptions containing several items of information
 - detailed and logically sequenced procedures
 - diagrams with labels and captions
 - opinions supported by reasons
 - scripts with dialogue
- use an appropriate text type for a particular writing purpose and explain why it was chosen.

W 3.2 Language Structures and Features

- connect ideas in writing in a variety of ways
- use vocabulary appropriate to the topic/subject matter
- punctuate words, sentences and paragraphs
- use grammatical terms to discuss their own and other people's texts, eg discuss structure of complex sentences.

W 3.3 Learning-how-to-learn Strategies

- select and organise ideas, eg use lists of headings, flow charts
- use models of texts in paragraphs to create their own texts with paragraphs
- revise during and after writing, eg delete or add words to make meaning clearer, add information, add or change punctuation
- memorise the spelling of commonly used words and parts of words, eg use 'Look-Say-Cover-Write-Check' to help remember how to spell a word
- use a variety of resources to check spelling, eg class charts, dictionaries, a spelling journal
- use word attack strategies to work out how to spell unknown words
- discuss which sounds come together in a word and how this affects spelling rules
- discuss how sounds change when beginnings or endings are added to words, or words are joined together
- keep a journal to reflect on their own learning.

Writing

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

The Arts, HPE,
Maths, Science,
SOSE,
Technology and
Design

Perspectives:

Environmental

OUTCOMES

Learners demonstrating evidence of **Band 4**

W 4.1 Communication

independently write a range of developed texts of more than one page on familiar and less familiar topics, considering audience and purpose

W 4.2

explain the purpose of transcription and transcribe short simple spoken texts

W 4.3 Language structures and features

use knowledge of strong vocabulary and language structures

W 4.4 Learning-how-to-learn Strategies

use a range of strategies to plan, compose, review and edit their own written texts for meaning and effectiveness.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

W 4.1 Communication

- write a range of texts for different purposes, eg letters to the land council explaining the connection between land and the Dreaming, articles to a community newsletter, research reports, analysis and description of some points of grammar, personal letters
- create texts in different media, eg scripted videos, computer animated texts, books, web pages, email
- translate between media, eg story to song or video script
- collaborate with community members to research and produce texts
- experiment with writing to express popular culture, eg write song lyrics, poems
- demonstrate a link between vocabulary, writing style and purpose
- express contemporary concepts
- discuss ways in which 'new' vocabulary may be used in writing.

W 4.2

- research the types of texts which are transcribed within the school and wider community
- follow accepted procedures for transcription, eg listen repeatedly to check the transcription against the spoken text, transcribe spoken text exactly
- transcribe texts and edit for spelling, grammar and punctuation

W 4.3 Language Structures and Features

- use some adult-like ways of structuring texts
- use accurate punctuation and appropriate vocabulary and grammar according to the message they want to give
- discuss choices of vocabulary in written and spoken text
- use some 'difficult' or 'old' words and concepts
- demonstrate skills in word definition, eg
 - explain differences in shades of meaning between synonyms
 - explain connotations
 - describe changes of meaning and new meanings given to old words
 - discuss the concept of etymology.

W 4.4 Learning-how-to-learn Strategies

- plan writing through discussion, notes, lists or diagrams
- collaborate with teachers/classmates in writing conferences
- independently proof-read their own writing for grammar, spelling, meaning and organisation
- re-draft and edit work
- keep a journal to organise and reflect on their own learning.

Writing

OUTCOMES

Learners demonstrating evidence of **Band 5**

W 5.1 Communication

write lengthy texts which show independent thinking (creative, analytical, persuasive) on a range of topics

W 5.2 produce complex written texts through transcribing and editing spoken texts

W 5.3 translate texts from English into their own language

W 5.4 Language Structures and Features

use and explain knowledge of adult ways of structuring texts

W 5.5 Learning-how-to-learn Strategies

use a range of strategies to construct written texts, reflecting on how to improve their own writing.

Links

EsseNTial Learnings:

In 1, Cr 1, Cr 3, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas:

The Arts, HPE, Maths, Science, SOSE, Technology and Design

Perspectives:

Environmental

INDICATORS

Learners demonstrating evidence of **Band 5** for example

W 5.1 Communication

- write a range of text types for different purposes, eg
 - narratives and recounts which present more than action and events, eg create an atmosphere
 - factual and persuasive texts which convey detailed information and explore challenging issues
- produce original text types through experimenting with writing

W 5.2

- transcribe a range of text types, eg life histories, Dreaming stories, funny stories, ghost stories, information and procedures
- edit transcribed texts in accordance with the conventions of writing
- collaboratively use a variety of media to present texts, eg computer, print, graphics, texts with paintings or design.

W 5.3

- translate a range of text types, eg information from the clinic, songs, comics
- discuss some contrasts between their own language and English in grammar, discourse structure and figurative use of language.

W 5.4 Language Structures and Features

- structure texts to highlight important information according to the conventions of the language
- explain their own choices of discourse and grammatical structures.

W 5.5 Learning-how-to-learn Strategies

- use planning strategies, eg concept maps, brainstorming, discussion with partner or group
- use strategies during revision to improve coherence and clarity, eg re-draft, conduct more research to add detail
- proofread and edit their own writing, recognising and correcting inconsistencies and inaccuracies of information, grammar and spelling
- maintain journal to organise, reflect and plan for current and future learning.

Strands and Links

Learners demonstrating evidence of
Key Growth Point 2

Content Outcomes

Country/Land

- show that it is interesting and educational to go out and visit traditional country
- name the features of their homeland
- identify their own Dreamings and totem/s.

People and Kinship

- recognise family name, given name/s, skin name, and moiety, as appropriate
- talk about their own family, clan
- say names for some outside body parts.

Natural Environment

- name common bush fruits, other bush foods and common local animals
- talk about things that can be eaten and things that cannot be eaten
- name different parts of the environment, for example water, trees, weather, sky.

Links

EsseNTial Learnings:

In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas;

Health and Physical Education, Science, SOSE, Technology and Design

Perspectives:

Environmental

Language Outcomes

Listening

Communication

L KGP 2.1

show they understand some of the words that adults use all the time in simple texts, eg songs and stories, classroom activities

L KGP 2.2

follow some simple instructions they hear all the time, with support, said slowly, repeated and with sign language

L KGP 2.3

listen properly for a short time

Language Structures and Feature

L KGP 2.4

recognise when a language other than their first language is being used

L KGP 2.5

recognise some single words used in culture themes and classroom talk

L KGP 2.6

respond to basic intonation patterns and sounds of the language

Learning-how-to-learn Strategies

L KGP 2.7

watch what others are doing and sometimes copy their actions

L KGP 2.8

use what others are doing with their face and body (facial expression and gestures) to understand what is being said.

Speaking

Communication

S KGP 2.1

join in simple texts using their faces and bodies, first language and a few single language words they have practised a lot

S KGP 2.2

join in group activities, such as songs and games they have repeated a lot

Language Structures and Features

S KGP 2.3

use simple words

S KGP 2.4

say many sounds of the language

Learning-how-to-learn Strategies

S KGP 2.5

try and repeat one or two simple words after adults.

Reading, Viewing and Writing

Communication

RVW KGP 2.1

listen, view and respond to pictures/paintings, videos, charts, other visual aids and the natural environment

RVW KGP 2.2

draw pictures to tell about an idea or story.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Learners demonstrating evidence of
Key Growth Point 3

Strands and Links

Country/Land

- name traditional country from their father’s and mother’s side
- recognise their own clan totem/s Dreaming and songs
- participate in traditional dancing
- say the name of the body design they are painted with
- use some location terms to talk about country, for example, up, down, far, near.

People and Kinship

- talk about family names, their own names, clan names and skin names, as appropriate
- recognise that everyone belongs to a moiety, clan, family group and skin group, where appropriate
- say kinship terms and use sign language for people in own family
- say names for many outside body parts.

Natural Environment

- name the main places where local bush foods and animals are found
- name the main local seasons and weather patterns
- classify things that can be eaten and things that cannot be eaten
- name some tools and useful objects made from trees
- talk about places where water is found.

Content Outcomes

Links

EsseNTial Learnings:
In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas
The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:
Environmental

Listening

Communication
L KGP3.1

show they understand some of the words and sentences their teachers use all of the time in simple texts used with classroom activities

L KGP3.2

follow simple instructions they hear all the time, given with hand signs

Language Structures and Features

L KGP3.3

recognise some different kinds of talk, eg stories, instructions

L KGP 3.4

recognise some words and simple sentence patterns of one or two words

Learning-how-to-learn Strategies

L KGP3.5

hear the difference between some sounds in the language and respond to changes in intonation

L KGP3.6

use repetition, context clues and their first language to understand what is being said (some examples of context clues are sign language, pictures, what people are doing)

L KGP 3.7

show appropriate listening behaviour during classroom activities.

Speaking

Communication
S KGP3.1

join in simple texts and conversations used with themes and school activities, using actions, single words and a few rote learnt responses of two-three words

Language Structures and Features
S KGP3.2

say some simple sentences of one or two words that they have learnt

S KGP3.3

say some sounds of the language and intonation patterns

Learning-how-to-learn Strategies

S KGP3.4

watch, listen and repeat to help them remember some of the language used.

Reading, Viewing and Writing

Communication
RVW KGP 3.1

listen to, watch and join in simple reading activities with others

RVW KGP 3.2

use drawings with some copied words to record an idea or a story.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 1

Content Outcomes

Links

EsseNTial Learnings:

In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas

The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:

Environmental

Country/Land

- identify traditional country from all four of their grandparents
- identify stories, songs and dances from their traditional country/skin groups
- explain that traditional body paintings are determined by family, skin, and clan groups
- use some directional terms, eg north, south, east, west.

People and Kinship

- identify family, clan and skin groups in their community, where appropriate
- talk about extended family and clan
- recognise and label many kinship terms
- show the right way to behave to people in their family
- identify their own family Dreamings, clan/skin songs and dances
- say names for many body parts, including some inside ones, eg stomach, blood, bone
- talk in simple words about feelings, sickness, health.

Natural Environment

- identify bush foods and animals found at different times of the year
- recognise and draw different animal tracks
- name different trees/plants and say how people use them
- name some common bush medicines
- describe types of water, including rain, and its importance.

Language Outcomes

Listening

Communication

L 1.1

show understanding of two or three sentences together that they hear all the time in simple instructions, conversations, classroom routines and familiar social situations

L 1.2

show some understanding of important words and ideas in short talks about familiar experiences and theme topics

Language Structures and Features

L 1.3

recognise some basic features of some different kinds of spoken texts

L 1.4

show understanding of short, simple language in a few basic word and sentence patterns

L 1.5

show understanding of a growing number of naming words (nouns) and doing words (verbs), and a few pronouns, words for 'this' and 'here' (demonstratives) and locational words

Learning-how-to-learn Strategies

L 1.6

tell the difference between many sounds and intonation patterns

L 1.7

use pictures, sign language, repetition and sometimes seek help from others to understand what they hear.

Speaking

Communication

S 1.1

join in simple classroom texts, using short simple sentences that they have practised many times, and some first language, in familiar situations

Language Structures and Features

S 1.2

use short simplified sentences with some mistakes

S 1.3

use a growing number of naming words (nouns) and doing words (verbs), and a few pronouns, words for 'this' and 'here' (demonstratives) and locational words

S 1.4

say sounds and copy intonation correctly most of the time

Learning-how-to-learn Strategies

S 1.5

listen, repeat and ask for words in language to help them talk in language.

Reading, Viewing and Writing

Communication

RVW 1.1

read and view with understanding some simple familiar written and visual texts, using some words and sentences they know from classroom activities and theme topics, with help from the teacher

RVW 1.2

create simple visual and written texts, by copying new words and short sentences and writing one or two words from each theme by themselves.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Learners demonstrating evidence of
Band 2

Strands and Links

Country/Land

- name country that belongs to different family/kinship groups
- describe some features of their homeland/s
- identify their own totem/s and recognise that others have their own totem/s
- use proper ways to talk to country
- use most directional language correctly.

People and Kinship

- identify laws for behaviours to do with funeral ceremonies and other appropriate ceremonies
- explain how different relations have different responsibilities in ceremonies
- describe body markings, designs, paintings
- say kinship terms and names for people in their extended family
- show the right way to behave to people in their extended family
- name some inside and most outside body parts
- talk about feelings, sickness, health.

Natural Environment

- identify indicators of seasonal and weather changes, eg plants, changes in wind direction
- explain how different bush foods grow in different ways, eg underground, on a vine, on a bush
- talk about bush medicines and how to find them
- name some body parts of different animals
- explain how to find, get and collect water.

Content Outcomes

Links

EsseNTial Learnings:
In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas
The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:
Environmental

Listening

Communication

L 2.1

show understanding of known and some new language in familiar social and classroom situations, with contextual support

Language Structures and Features

L 2.2

recognise the basic structure of many simple spoken texts

L 2.3

show understanding of longer talk using a greater number of basic word and sentence patterns

L 2.4

recognise a greater number of content words (naming words and doing words), pronoun forms, words for 'this' and 'here', locational words and question words, and some time words, linking words, and words for 'not' and 'don't'.

L 2.5

tell the difference between most sounds and most intonation patterns

Learning-how-to-learn Strategies

L 2.6

try to understand new language by using language they already know, visual support (such as pictures, sign language), and letting the teacher know when they don't understand.

Speaking

Communication

S 2.1

join in short simple texts using two to three sentences joined together, for some familiar social and classroom purposes, with help from the teacher

Language Structures and Features

S 2.2

use the word and sentence patterns they know to make new words and short simple sentences with some mistakes

S 2.3

use more different kinds of word and sentence patterns

S 2.4

use a number of naming and doing words, pronoun forms, words for 'this' and 'here', locational words and question words, and a few time words, linking words and words for 'not', 'don't'

S 2.5

use correct rhythm, intonation and pronunciation most of the time

Learning-how-to-learn Strategies

S 2.6

start to take risks when speaking, and expect help from other people.

Reading, Viewing and Writing

Communication

RVW 2.1

read and view with understanding short simple texts from classroom activities, for different purposes, with contextual support

RVW 2.2

create short simple written and visual texts using words and sentences they have practiced writing.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 3

Content Outcomes

Links

EsseNTial Learnings:

In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas

The Arts, Health and Physical Education, Mathematics, Science, SOSE, Technology and Design

Perspectives:

Environmental

Country/Land

- describe and compare the different way that Indigenous and non-Indigenous people view land ownership
- identify the (traditional) owners and managers for their own country and for the country that the community is on
- retell stories for different places, eg Jukurrpa or Dreaming stories.

People/Kinship

- explain how the skin groups in their family form patterns through the generations, if appropriate
- describe and compare Indigenous and non-Indigenous family structures
- investigate different relationships and appropriate behaviours for these relationships, eg friends, boyfriends, girlfriends, right skin marriage partners and in-laws, being a parent
- talk about traditional ways of preventing sickness and staying healthy.

Natural Environment

- describe how the seasons and weather affect people's lives
- find and prepare appropriate bush medicine under supervision of elders
- classify different aspects of traditional food
- name different hunting tools, their use, and describe how to make them
- discuss the influences of rain and connections between rain and ceremony.

Language Outcomes

Listening

Communication

L 3.1

show understanding of known and some new language in many familiar social and learning situations, without a lot of contextual support

Language Structures and Features

L 3.2

identify the basic structure of longer spoken texts and texts used between older speakers

L 3.3

show understanding of many basic and some more difficult word and sentence patterns

L 3.4

recognise a greater number of words of all kinds

Learning-how-to-learn Strategies

L 3.5

listen carefully to what adults are saying to them and take time to think about the meaning of what they hear.

Speaking

Communication

S 3.1

communicate confidently, using language they know, in some familiar social and classroom situations and in new contexts with support

Language Structures and Features

S 3.2

talk using most simple word and sentence patterns and some difficult ones, with some mistakes

S 3.3

use many content words (naming and doing words), pronoun forms, words for 'this' and 'here' (demonstratives), locational words, and question words, more time words and linking words/devices, and some describing words and common particles

S 3.4

use understandable pronunciation, intonation, and stress for most words that they know

Learning-how-to-learn Strategies

S 3.5

use language they know, and language from many familiar oral and written language sources to extend their own speaking skills.

Reading, Viewing and Writing

Communication

RVW 3.1

read and view with understanding some longer simple texts and diagrammatic texts, with content and language they know

RVW 3.2

explore the place of reading and writing in language in their life

RVW 3.3

create short written and visual texts using spoken language they know.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Learners demonstrating evidence of
Band 4

Strands and Links

Country/Land

- explain relationships different cultural groups have with land and the conflicts that can arise when these relationships clash
- discuss the ownership aspect of appropriate texts and stories
- talk about important relationships in their families and how these relationships are linked to looking after country.

People and Kinship

- describe kinship connections they have with the surrounding region and communities
- describe reasons why the kinship system is important, eg why it is important to marry the right skin
- explain which natural things people are related to and which songs, stories, dances go with these relationships
- talk about men’s health and women’s health.

Natural Environment

- explain Indigenous land management practices for different times of the year, eg burning time
- classify different parts of plants which are eaten or used for medicinal purposes
- describe who has rights for getting food from different places
- make their own hunting and gathering tools, eg fishing nets, spears, digging sticks, baskets
- identify special waterholes and their Dreaming/s.

Content Outcomes

Links

Essential Learnings:
In 1, In 4, In 6, Cr 1, Col 1, Col 3, Col 4, Constructive Learner

Learning Areas
The Arts, English, Health and Physical Education, Science, SOSE, Technology and Design

Perspectives:
Environmental

Listening

Communication

L 4.1
show understanding of the important ideas and some details from longer spoken texts about familiar content in most social and school situation

Language Structures and Features

L 4.2
identify the structure and some language features of longer kinds of spoken texts used for different purposes

L 4.3
follow all simple and many difficult word and sentence patterns

L 4.4
recognise a large number of naming words, doing words and describing words, all of the main pronoun forms, words like ‘this’ and ‘here’ (demonstratives), locational words, time words, word beginnings and endings, and some particles

Learning-how-to-learn Strategies

L 4.5
spend a lot of time listening to and reflecting on older speakers talking in many real-life situations.

Speaking

Communication

S 4.1
communicate confidently on familiar topics, join in longer spoken conversations and take part in simple transactions and negotiations with others

Language Structures and Features

S 4.2
talk using the right structure and language features for different kinds of spoken text

S 4.3
use some difficult word and sentence patterns, getting the grammar right more often

S 4.4
use extensive content words and describing words, all of the main pronoun forms, words like ‘this’ and ‘here’ (demonstratives), locational words, time words, word beginnings and endings, more common particles and some figurative language

Learning-how-to-learn Strategies

S 4.5
plan, practise and reflect on their own spoken language to help them speak fluently in many situations.

Reading, Viewing and Writing

Communication

RVW 4.1
independently read/view with understanding different kinds of visual and written texts with familiar content and some unfamiliar language

RVW 4.2
explore the place of reading and writing in the language in the community, in the past, present and future

RVW 4.3
create short written and visual texts of different kinds on many familiar topics.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Language Outcomes

Strands and Links

Learners demonstrating evidence of
Band 5

Content Outcomes

Links

EsseNTial Learnings:
In 1, In 4, In 6,
Cr 1, Col 1,
Col 3, Col 4,
Constructive
Learner

Learning Areas

The Arts,
English, Health
and Physical
Education,
Science, SOSE,
Technology and
Design

Perspectives:

Environmental

Country/Land

- apply their understandings about country through explanations to elders, using diagrams and charts if appropriate
- explain current reconciliation procedures in relation to land
- identify the role of land councils in looking after country
- explain how the actions of ancestral beings created the landscape.

People and Kinship

- explain connections between ceremonies, rules, laws and relationship systems
- explain the place of elders in community life
- explain how art forms (eg body markings, body paintings, designs, paintings, funeral poles, songs and dances) identify people, place, events, ceremonies, behaviours and links to country.

Natural Environment

- describe how bush medicines and traditional healing practices can be used together with medicines from other cultures, eg Western medicine, natural therapies
- explain special ways for cooking, cutting and sharing traditional foods
- teach younger children to make objects, under supervision of elders
- perform hunting activities in ways that are appropriate to local cultural traditions
- explain Dreaming stories about water and waterholes and why they are important.

Language Outcomes

Listening

Communication

L 5.1

show understanding of extended and more complex talk about familiar topics in social and classroom situations

Language Structures and Features

L 5.2

show understanding of complex talk using different spoken features to focus on and follow topics, and to relate ideas and events together

L 5.3

follow some strong language of older people, including special content words and difficult word and sentence patterns

Learning-how-to-learn Strategies

L 5.4

try to make sense of what is being said by older speakers by thinking about the meaning and asking for explanation.

Speaking

Communication

S 5.1

speak independently in different situations on many familiar topics and issues

Language Structures and Features

S 5.2

talk more fluently and correctly most of the time, using some 'strong' language of older speakers, including special content words and difficult word and sentence patterns

Learning-how-to-learn Strategies

S 5.3

monitor their own speech and compare with language spoken by older speakers.

Reading, Viewing and Writing

Communication

RVW 5.1

read and view some authentic, lengthy texts using the 'strong' language of older people, with some understanding

RVW 5.2

explore the place of reading and writing in language in their own and other communities

RVW 5.3

create longer written and visual texts of different kinds for different audiences and purposes.

OPTIONAL

Schools decide if and when they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English (ESL) or first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Listening

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

L KGP 2.1 Communication

show they understand some of the words that adults use all the time in simple texts, eg songs and stories, classroom activities

L KGP 2.2

follow some simple instructions they hear all the time, with support said slowly and repeated and with sign language

L KGP 2.3

listen properly for a short time

L KGP 2.4 Language Structures and Features

recognise when a language other than their first language is being used

L KGP 2.5

recognise some single words used in culture themes and classroom talk

L KGP 2.6

respond to basic intonation patterns and sounds of the language

L KGP 2.7 Learning-how-to-learn Strategies

watch what others are doing and sometimes copy their actions

L KGP 2.8

use what others are doing with their face and body (facial expression and gestures) to understand what is being said.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

L KGP 2.1 Communication

- point to the right picture when the teacher says the name, eg name for an animal in a story
- look at the right plant on a bush walk when the teacher is talking about it
- talk in first language about what the teacher has said.

L KGP 2.2

- follow simple instructions that they hear all the time, eg 'Come here!' 'Sit down!'.

L KGP 2.3

- pay attention for a little while to someone telling a story.

L KGP 2.4 Language Structures and Features

- call out 'language time' when they see the language workers arriving
- look to a first language speaker to explain.

L KGP 2.5

- respond to words which are said to get the children's attention, eg 'You mob!', 'Come here!'.

L KGP 2.6

- recognise when someone is telling them not to do something by the tone of voice
- recognise when someone is asking them a question by the tone of voice.

L KGP 2.7 Learning-how-to-learn Strategies

- watch what the teacher is doing
- copy the actions for songs and games.

L KGP 2.8

- watch hand signs used with an instruction.

Listening

Links

Essential Learnings:

In 1, Cr 1, Col 1,
Col 3, Col 4,
Con 1, Con 2,
Con 3

Learning Areas:

Health and
Physical
Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

L KGP 3.1 Communication

show they understand some of the words and sentences their teachers use all of the time in simple texts used with classroom activities

L KGP 3.2 follow simple instructions they hear all the time, given with hand signs

L KGP 3.3 Language Structures and Features

recognise some different kinds of talk, eg stories, instructions

L KGP 3.4 recognise some words and simple sentence patterns of one or two words

L KGP 3.5 hear the difference between some sounds in the language and respond to changes in intonation

L KGP 3.6 Learning-how-to-learn Strategies

use repetition, context clues and their first language to understand what is being said, eg of context clues are sign language, pictures, what people are doing

L KGP 3.7 show appropriate listening behaviour during classroom activities.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

L KGP 3.1 Communication

- talk in first language about what the teacher has said
- respond to questions with one word, using their face or body (facial expression and gesture), or first language
- recognise familiar words when the teacher is telling a story, eg they can pick out the names of bush food when the teacher is telling a story about going hunting
- join in shared group activities and group answers
- draw/paint pictures about a video or story
- do the right actions to songs without looking at others
- repeat some words they recognise when watching a video of a class excursion.

L KGP 3.2

- follow instructions on a bush trip, ege 'Come here and watch'
- follow simple instructions when playing a game, eg 'Put the card here'.

L KGP 3.3 Language Structures and Features

- respond appropriately by sitting and listening to stories and doing the action they are told to in an instruction.

L KGP 3.4

- respond to a particular simple sentence pattern, eg 'This is X.' 'What is this?'
- respond to some content words, eg naming words (nouns), doing words (verbs), basic pronouns such as 'I' or 'you mob'.

L KGP 3.5

- group pictures according to the sounds in the names of the pictures
- respond to words with a particular sound by clapping, eg clap when you hear words with 'rr'.

L KGP 3.6 Learning-how-to-learn Strategies

- expect others to repeat things or say it another way to help them understand
- look to a first language speaker to explain.

L KGP 3.7

- concentrate on trying to hear and understand what the teacher is saying
- look at objects (eg shells) when the teacher is talking about them.

Listening

OUTCOMES

Learners demonstrating evidence of **Band 1**

- L 1.1 Communication**
show understanding of two or three sentences together that they hear all the time in simple instructions, conversations, classroom routines and familiar social situations
- L 1.2** show some understanding of important words and ideas in short talks about familiar experiences and theme topics.
- L 1.3 Language Structures and Features**
recognise some basic features of some different kinds of spoken texts
- L 1.4** show understanding of short, simple language in a few basic word and sentence patterns
- L 1.5** show understanding of a growing number of naming words (nouns) and doing words (verbs), a few pronouns, words for 'this' and 'here' (demonstratives), and locational words
- L 1.6** tell the difference between many sounds and intonation patterns
- L 1.7 Learning-how-to-learn Strategies**
use pictures, sign language, repetition and sometimes seek help from others to understand what they hear.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

- L 1.1 Communication**
- show understanding of a simple sentence by pointing to a picture to match the sentence
 - follow two or three easy sentences telling learners what to do or how to do something
 - match familiar words and pictures without help
 - join in shared group activities, responding to what others are saying
 - join in role play in the Indigenous play corner with old people (responding in first language).
- L 1.2**
- respond appropriately when listening to stories, eg laugh in the right places
 - ask questions in first language about what will happen next
 - answer questions about a story by picking out the words they know
 - use appropriate body language to show they are listening.
- L 1.3 Language Structures and Features**
- identify the chorus in songs, beginning and end of stories and start/finish of conversations.
- L 1.4**
- respond appropriately to basic statements, questions and instructions
 - show by their actions that they understand a few different meanings when one part of a word changes, eg respond to verbs talking to one person and to a big mob in 'Simon says', or to parts of words that mean 'to' or 'from'.
- L 1.5**
- recognise words from culture themes and classroom activities
 - point to the right object or picture card when the teacher says the name
 - put counters on the right pictures in picture bingo when the teacher says the name
 - do the actions for some doing words in games, eg Simon says
 - look in the right direction when the teacher says a location word or words like 'this', 'that close', 'that far'.
- L 1.6**
- recognise the difference between words that sound similar, eg kilibi 'bush banana' and kilimi 'nose'.
- L 1.7 Learning-how-to-learn Strategies**
- check meaning by asking questions to make meaning clear
 - listen for language to be repeated.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

Listening

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 2**

L 2.1 Communication

show understanding of known and some new language in familiar social and classroom situations, with contextual support

L 2.2 Language Structures and Features

recognise the basic structure of many simple spoken texts

L 2.3

show understanding of longer talk using a greater number of basic word and sentence patterns

L 2.4

recognise a greater number of content words (naming words and doing words), pronoun forms, words for 'this' and 'here', locational words, question words, some time words, linking words, and words for 'not' and 'don't'.

L 2.5

tell the difference between most sounds and most intonation patterns

L 2.6 Learning-how-to-learn Strategies

try to understand new language by using language they already know, visual support (such as pictures, sign language), and letting the teacher know when they don't understand.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

L 2.1 Communication

- follow a short sequence of instructions related to classroom activities
- respond with appropriate actions to simple announcements using familiar language
- show understanding of sequence in short spoken text by putting pictures in order
- retell some of a story told by an older person using first language
- do a drawing about a story related to a culture theme
- complete culture theme activities using information from teachers' talk and stories
- join in discussions to plan excursions, using first language to respond to teacher talk in first language and target language
- respond to language used on a bush trip that they have practised in the classroom
- respond to language from a practised conversation in a new situation.

L 2.2 Language Structures and Features

- recognise the difference between a Dreamtime story and a hunting story.

L 2.3

- make links between naming words (nouns) and noun class prefixes (word beginnings) on other words (like doing words)
- identify who or what is doing the action from word endings or beginnings.

L 2.4

- fetch the right thing and do the right action with it when the teacher gives instructions
- identify when something happened by picking out time words in a story
- show by their actions that they understand more pronoun forms, eg respond to instructions and suggestions to 'you two', 'you and me', 'we all', in activities.

L 2.5

- tell the difference between words that have only one different sound in them, eg walu 'head' and warlu 'fire'.

L 2.6 Learning-how-to-learn Strategies

- use signs to ask for help
- take time to work out meaning of new language
- show that they would like the speaker to say it again
- try to work out the meaning of new words in a spoken text
- sometimes explain to others in first language what someone has said in the language they are learning
- listen for familiar patterns from stories and songs to help them understand what they are hearing.

Listening

OUTCOMES

Learners demonstrating evidence of **Band 3**

- L 3.1 Communication**
Show understanding of known and some new language in many familiar social and learning situations, without a lot of contextual support
- L 3.2 Language Structures and Features**
identify the basic structure of longer spoken texts and texts used between older speakers
- L 2.3** show understanding of many basic and some more difficult word and sentence patterns
- L 3.4** recognise a greater number of words of all kinds
- L 3.5 Learning-how-to-learn Strategies**
listen carefully to what adults are saying to them and take time to think about the meaning of what they hear.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

INDICATORS

Learners demonstrating evidence of **Band 3** for example

L 3.1 Communication

- identify important ideas in longer texts, with help from the teacher
- respond appropriately in group discussions, using some first language
- follow and join in some short social conversations
- respond with appropriate actions to announcements
- respond appropriately to talk by an older person about a culture theme
- respond to some teacher talk at normal speed by using their face and body (gesture and facial expression).

L 3.2 Language Structures and Features

- work out when is the right time to join in a conversation or discussion.
- L 3.3**
- follow sentences joined together in different ways
 - talk in first language about the different bits of meaning joined together in difficult word patterns
 - identify when something happened from the doing word
 - follow and respond to more difficult kinds of questions, eg 'How much?' 'For what?' 'With what?' 'Whose place did you stay at?'

L 3.4

- show understanding of some difficult language related to particular culture themes
- show understanding of some common colloquialisms and idioms, eg 'spear with the teeth' meaning 'ask'
- show by their actions that they understand all basic pronoun forms
- show by acting out that they understand some doing words which name different ways of doing the same sort of thing, eg cooking in a ground oven, cooking in the ashes.

L 3.5 Learning-how-to-learn Strategies

- take extra time to think about the meaning
- listen for key content words
- listen for familiar patterns from stories and songs to help them understand what they are hearing
- show by their facial expression that they don't understand
- wait for adults to say it in an easier way.

Listening

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 4**

L 4.1 Communication

show understanding of the important ideas and some details from longer spoken texts about familiar content in most social and school situations

L 4.2 Language Structures and Features

identify the structure and some language features of longer kinds of spoken texts used for different purposes

L 4.3

follow all simple and many difficult word and sentence patterns

L 4.4

recognise a large number of naming words, doing words and describing words, all of the main pronoun forms, words like 'this' and 'here' (demonstratives), locational words, time words, word beginnings and endings, and some particles

L 4.5 Learning-how-to-learn Strategies

listen to and reflect on older speakers talking in many real-life situations.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

L 4.1 Communication

- follow a complex set of learning instructions related to a learning task
- answer simple open-ended questions about a theme
- use some language and first language to retell all of the important parts and some details of a story told by an older person
- use some language and first language to recall the main points of a discussion between older people
- follow and respond appropriately to longer conversations with adults
- identify relevant information when questions are given beforehand.

L 4.2 Language Structures and Features

- identify the beginning, middle and end parts of different kinds of talk and stories
- identify the kind of verb endings (tenses) used in different kinds of talk.

L 4.3

- show by their actions that they understand complex sentences in instructions, stories and conversations.

L 4.4

- show understanding of locational words in a story by making a map of the events
- follow familiar everyday sayings in language (idioms and colloquialisms), eg, 'look at someone nose-nose' meaning 'hate someone'
- recognise some particles, eg wulguy 'it's quite true that/although' and yingga muga 'thought mistakenly that ...'

L 4.5 Learning-how-to-learn Strategies

- show by their facial expressions and actions that they are trying to work out what is being said by full speakers at community meetings, in conversations and in storytelling for other adults
- sometimes try to join in everyday conversations between full speakers
- check they've understood by saying in first language what they've heard
- keep listening to older people, even if they only understand a little of what is being said
- assess their own information needs and purposes before listening or viewing.

Listening

OUTCOMES

Learners demonstrating evidence of **Band 5**

- L 5.1 Communication**
show understanding of extended and more complex talk about familiar topics in social and classroom situations
- L 5.2 Language Structures and Features**
show understanding of complex talk using different spoken features to focus on and follow topics, and to relate ideas and events together
- L 5.3** follow some strong language of older people, including special content words and difficult word and sentence patterns
- L 5.4 Learning-how-to-learn Strategies**
try to make sense of what is being said by older speakers, by thinking about the meaning and asking for explanation.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

INDICATORS

Learners demonstrating evidence of **Band 5** for example

L 5.1 Communication

- record texts by elders, responding appropriately during the recording
- complete listening activities as part of classroom lessons on a theme
- make a visual record (for example a poster), using information from a talk about the topic by an adult
- respond with appropriate actions to instructions given in the playground, helping younger students by retelling in their first language.

L 5.2 Language Structures and Features

- follow discussions negotiating agreement between older speakers
- follow ideas expressed in sermons.

L 5.3

- demonstrate understanding of extended vocabulary
- follow the use of conditionals and abstract nouns.

L 5.4 Learning-how-to-learn Strategies

- ask the speaker to repeat, say slowly or say again in a different way
- ask for a translation into first language
- ask what a word means
- check that they have understood by saying it another way in the language to the speaker
- tell the speaker they don't understand
- assess their own information needs and purposes before listening or viewing.

Speaking

Links

Essential Learnings:

In 1, Cr 1, Col 1,
Col 3, Col 4,
Con 1, Con 2,
Con 3

Learning Areas:

Health and
Physical
Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

S KGP 2.1 Communication

join in simple texts using their faces and bodies, first language and a few single language words they have practised a lot

S KGP 2.2 join in group activities, such as songs and games they have repeated a lot

S KGP 2.3 Language Structures and Features

use simple words

S KGP 2.4 say many sounds of the language

S KGP 2.5 Learning-how-to-learn Strategies

try and repeat one or two simple words after adults.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

S KGP 2.1 Communication

- answer simple questions with gestures and sometimes with single words, eg yes, no
- respond to a question with one word, eg 'What's this?' 'caterpillar'
- respond appropriately when they listen to a story, eg by laughing or looking scared in the right places.

S KGP 2.2

- join in the actions for a game
- sing some of the words quietly for new songs
- sing songs they know loudly and do the actions.

S KGP 2.3 Language Structures and Features

- use some common words, mostly naming words (nouns).

S KGP 2.4

- repeat most of the words of a song correctly after the teacher
- have a go at saying single words after the teacher.

S KGP 2.5 Learning-how-to-learn Strategies

- try to repeat the word for a picture after the teacher.

Speaking

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

S KGP3.1 Communication

join in simple texts and conversations used with themes and school activities, using actions, single words and a few rote learnt responses of two or three words

S KGP3.2 Language Structures and Features

say some simple sentences of one or two words that they have learnt

S KGP3.3

say some sounds of the language and intonation patterns

S KGP3.4 Learning-how-to-learn Strategies

watch, listen and repeat to help them remember some of the language used.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

S KGP 3.1 Communication

- say the names of some things/pictures in classroom games
- name some things they see on walks around the community and out bush
- join in short conversations they hear all the time with one or two words
- join in talk about the theme
- join in group activities, eg sing songs, play games
- respond to a few familiar questions with a word in the language, eg 'What's this?' 'Crab', 'Where are you going?' 'Billabong'.

S KGP 3.2 Language Structures and Features

- use naming words (nouns) from classroom language and themes
- use words from simple learned conversations, eg 'Yes.' 'Come here!' 'Finished.'
- use some simple pronouns, eg 'I', 'you mob'
- use some simple words for 'here', 'this' (demonstratives)
- use some simple question words, eg 'What?'

S KGP 3.3

- try and copy words and sentences almost getting it right
- copy intonation patterns of language through songs, rhymes and shared stories.

S KGP 3.4 Learning-how-to-learn Strategies

- expect the teacher to repeat what they say several times so they can copy it
- copy the teacher even if they don't know the meaning
- repeat after the teacher short sentences and names for some things
- say the word to themselves after the teacher has said it a couple of times
- sing songs at home and when they are playing.

Speaking

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 1**

S 1.1 Communication

join in simple classroom texts using short simple sentences that they have practised many times, and some first language, in familiar situations

S 1.2 Language Structures and Features

talk using short simplified sentences with some mistakes

S 1.3

use a growing number of naming words (nouns) and doing words (verbs), a few pronouns, words for 'this' and 'here' (demonstratives) and locational words

S 1.4

say sounds and copy intonation correctly most of the time

S 1.5 Learning-how-to-learn Strategies

listen, repeat and sometimes ask for words in the language to help them talk in language.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

S 1.1 Communication

- tell stories using some words joined together
- talk about a picture/photo from a personal experience, using one or two simple sentences
- talk about things they like or don't like, using one or two sentences
- join in role play in Indigenous play corner, using some language words and simple sentences
- respond in the right way to easy questions they already know
- join in conversations they have heard and practised a lot, eg ask and answer questions ('Where are you going?' 'Home'), ask for what they want ('Give me bread.')
- use some language when talking in groups to do a puzzle
- use some language to share out food in a family group.

S 1.2 Language Structures and Features

- construct own simple sentences, eg 'This (is) bush banana', 'I play football.'
- use 'chunks' of familiar language in appropriate contexts
- use the right form of doing words that they hear all the time, when they give instructions.

S 1.3

- use a growing number of words of different kinds in conversations and class activities
- say the words to the rest of the class for bingo games
- use a few words like 'up' and 'down'
- use family words for people in their family
- use a few pronoun forms, eg 'he/she', 'we', 'they'.

S 1.4

- say words correctly after the teacher
- say words by themselves getting most of the sounds right
- copy, practise and use approximate pronunciation, stress and intonation patterns from stories, songs and rhymes.

S 1.5 Learning-how-to-learn Strategies

- sing or say words and phrases from familiar songs and stories over and over to themselves when they are doing other activities
- memorise new words by repeating them to themselves
- practise saying the words over and over to help them talk and reply to others
- ask older people in their family for words they want to know.

Speaking

OUTCOMES

Learners demonstrating evidence of **Band 2**

S 2.1 Communication

join in short simple texts using two or three sentences joined together, for some familiar social and classroom purposes, with help from the teacher

S 2.2 Language Structures and Features

talk using the word and sentence patterns they know to make new words and short simple sentences with some mistakes

S 2.3

use more different kinds of word and sentence patterns

S 2.4

use a number of naming and doing words, pronoun forms, words for 'this' and 'here', locational words, question words, and a few time words, linking words and words for 'not' and 'don't'

S 2.5

use correct rhythm, intonation and pronunciation most of the time

S 2.6 Learning-how-to-learn Strategies

start to take risks when speaking, and expect help from other people.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

INDICATORS

Learners demonstrating evidence of **Band 2** for example

S 2.1 Communication

- participate in short discussions with the teacher and others, using some first language
- describe and name people, places and things using simple words and sentences for color, size, place and time
- use some language to talk in groups or to do a puzzle
- tell a short story about something that's happened using some language, first language and sign language
- give simple instructions and messages in familiar classroom activities
- use some language to join in role play of real-life contexts, eg shop, clinic
- join in short conversations that they might use in camp
- use some language to share out food in a family group.

S 2.2 Language Structures and Features

- try using the word beginnings or endings they know with new words, eg when they know ngurra-ngka 'in/at the camp', try saying mutika-ngka 'in/at the car' by themselves.

S 2.3

- ask simple questions, eg using 'Where?', 'What?', 'Who?'
- use some negative forms
- join some sentences together using simple linking words, eg 'and', 'but'.

S 2.4

- say different words for moving, eg run, jump, swim
- say the names for a lot of birds in flashcard activities
- say a large number of family relationship words
- use words like 'yesterday' and 'long time' when they are telling a story.

S 2.5

- use correct rhythm, intonation and pronunciation in role plays
- say phrases and sentences modeled by the teacher using correct rhythm, intonation and pronunciation
- pronounce less familiar words so they are understood and check that the listener can understand.

S 2.6 Learning-how-to-learn Strategies

- ask speaker to repeat or say slowly a new word or phrase
- ask in first language how to say something in the language they are learning
- use language from a lesson when they are playing
- practise in free playtime
- try to make sentences to say what they mean even when they are not sure if it's right.

Speaking

Links

Essential Learnings:

In 1, Cr 1, Col 1,
Col 3, Col 4,
Con 1, Con 2,
Con 3

Learning Areas:

Health and
Physical
Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 3**

S 3.1 Communication

communicate confidently using language they know, in some familiar social and classroom situations and in new contexts, with support

S 3.2 Language Structures and Features

talk using most simple word and sentence patterns and some difficult ones, with some mistakes

S 3.3

use many content words (naming and doing words), pronoun forms, words for 'this' and 'here' (demonstratives), locational words, and question words, time words and linking words/devices, and some describing words and common particles

S 3.4

use understandable pronunciation, intonation, and stress for most words that they know

S 3.5 Learning-how-to-learn Strategies

use language they know, and language from many familiar oral and written language sources to extend their own speaking skills.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

S 3.1 Communication

- join in group activities and discussions by giving their ideas in language
- use some language to join in role plays, eg of clinic, council, shop situations
- talk about what they know about a culture theme
- remember and talk about what has been learned from a spoken or written text in simple language
- start conversations with other students and adults
- rehearse or role play giving instructions/directions
- join in group discussions to solve problems, make arrangements and make decisions, using first language and the language they are learning
- express opinions and attitudes using one or two sentences
- recount a series of events in sequence
- experiment with language in modern culture, for example, create rock songs, raps, dialogue for videos.

S 3.2 Language Structures and Features

- make good words and sentences by putting words they know and some new words into word and sentence patterns they have practised.

S 3.3

- use some words that say the same thing in different ways, eg different ways of going (go, go along, hurry, run, crawl, walk around)
- use words that say how or when something was done, eg 'straight away', 'slowly', 'by night'
- use some different linking words, eg 'after that'.

S 3.4

- use appropriate intonation in conversations
- use appropriate stress and intonation when words are joined together in phrases and some syllables drop out.

S 3.5 Learning-how-to-learn Strategies

- use knowledge of familiar words and sentences to create other words
- use language from stories, songs and games they have practised in the classroom, in free speech
- memorise new words and groups of words by repeating them to self
- use new words for familiar experiences and things
- use language learned in practised conversation in the playground and at home.

Speaking

OUTCOMES

Learners demonstrating evidence of **Band 4**

S 4.1 Communication

communicate confidently on familiar topics, join in longer spoken conversations and take part in simple transactions and negotiations with others

S 4.2 Language Structures and Features

talk using the right structure and language features for different kinds of spoken text

S 4.3

use some difficult word and sentence patterns, getting the grammar right more often

S 4.4

use extensive content words and describing words, all of the main pronoun forms, words like 'this' and 'here' (demonstratives), locational words, time words, word beginnings and endings, more common particles and some figurative language

S 4.5 Learning-how-to-learn Strategies

plan, practise and reflect on their own spoken language to help them speak fluently in many situations.

Links

Essential Learnings:

In 1, Cr 1,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

Health and
Physical
Education, SOSE

INDICATORS

Learners demonstrating evidence of **Band 4** for example

S 4.1 Communication

- take part in a conversation without practising it much, and say new sentences, not just ones they have learnt
- contribute to a new topic discussion with contextual support, eg charts and pictures
- use language to join in role plays of real-life situations
- use language to apologise, explain, express opinions and give information
- plan, carry out and present a group project on a topic
- give a series of instructions that build on each other
- talk about a series of events
- organise and present ideas in a short talk
- talk on radio, for example, give sports reports, news, introduce music (DJ).

S 4.2 Language Structures and Features

- use intonation, volume, stress, repetition and pacing to support and convey meaning
- engage a listener's attention, eg vary expression, introductions.

S 4.3

- reply to teacher's questions by talking in phrases and sentences
- use longer, difficult and joined together sentences when they tell about an event or give instructions
- use the right form of many doing words when they give instructions to different numbers of people.

S 4.4

- use appropriate time words when telling a story
- use describing words to compare the appearance of two animals
- use some imagery (metaphors and similes)
- use common sayings (idioms and colloquialisms) confidently and appropriately, eg 'spear with the teeth' meaning 'ask'.

S 4.5 Learning-how-to-learn Strategies

- plan what to say and how to say it
- practice presentations to improve fluency and accuracy
- rephrase to avoid difficult situations
- use word knowledge to create new vocabulary
- practise phrases, patterns and pronunciation.

Speaking

Links

Essential Learnings:

In 1, Cr 1,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

Health and
Physical
Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 5**

S 5.1 Communication

communicate independently in different situations on many familiar topics and issues

S 5.2 Language Structures and Features

talk more fluently and correctly most of the time using some 'strong' language of older speakers, including special content words and difficult word and sentence patterns

S 5.3 Learning How-to-Learn Strategies

monitor their own speech and compare with language spoken by older speakers.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

S 5.1 Communication

- interact with strong language speakers with fluency and competence most of the time
- contribute confidently to group discussions
- give an extended prepared talk, handling questions appropriately
- present arguments to support a point of view
- talk about their own experiences, ideas, opinions and feelings
- start and carry on conversations and discussions, using sentences and phrases, when they don't always know what the other person will say.

S 5.2 Language Structures and Features

- use a wide range of vocabulary
- use a range of features in prepared cohesive texts
- use more complex structures
- use all the different kinds of questions
- use a range of metaphors and common sayings (colloquialisms)
- use some conditional forms and abstract nouns
- use complex sentences in speech.

S 5.3 Learning-how-to-learn Strategies

- link and relate own ideas to those of others
- check own interpretations by paraphrasing
- predict what a speaker is going to say, eg by finishing the sentence
- seek explanation of some cultural reference
- correct themselves when they think they have made a mistake
- talk often with older speakers, reflecting on and trying to use the language they hear
- record own speech on tape, software application or video and pick out words and phrases that are different from older people's, eg English/Kriol-based words, slang, new words, baby talk **[LT]**
- use grammatical terms to discuss own and older people's language.

Reading, Viewing and Writing

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 2**

RVW KGP 2.1 Communication

listen, view and respond to pictures/paintings, videos, charts, other visual aids and the natural environment

RVW KGP 2.2 draw pictures to tell about an idea or story.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 2** for example

RVW KGP 2.1 Communication

- look at the song chart when they are singing
- talk in their first language about the pictures, photos and videos used in the classroom
- find some animal tracks
- pick out shells or bush food on a bush trip.

RVW KGP 2.2

- draw a picture about their family
- paste things they bring back from a bush walk onto a chart.

OUTCOMES

Learners demonstrating evidence of **Key Growth Point 3**

RVW KGP 3.1 Communication

listen to, watch and join in simple reading activities with others

RVW KGP 3.2 use drawings with some copied words to record an idea or a story.

INDICATORS

Learners demonstrating evidence of **Key Growth Point 3** for example

RVW KGP 3.1 Communication

- try and join in with some words from a story when reading with the teacher and classmates
- look at the book when the teacher is reading a story
- repeat words on word cards after the teacher
- find and say a word they know in a familiar story
- look at language books on their own, sometimes
- talk in their first language about pictures in a book
- point to different land features on a chart, eg billabong, creek.

RVW KGP 3.2

- draw a picture about a theme or topic and copy some words to label it
- copy words to match a picture they have colored in
- draw a picture about something they have seen on a video.

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

Reading, Viewing and Writing

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 1**

RVW 1.1 Communication

read and view with understanding some simple familiar written and visual texts, using some words and sentences they know from classroom activities and theme topics, with help from the teacher

RVW 1.2 create simple visual and written texts by copying new words and short sentences and writing one or two words from each theme by themselves.

INDICATORS

Learners demonstrating evidence of **Band 1** for example

RVW 1.1 Communication

- read and interpret kinship information from simple charts
- match word cards to words in a book or chart
- point to the right word card when the teacher says the word
- sound out words when they are doing a task, eg a worksheet, own writing
- match written words and pictures
- point to the right word or sentence on the chart when the teacher asks a question.

RVW 1.2

- suggest words and sentences for the teacher to write, to describe drawings about stories they have heard
- label pictures with the correct language relationship name
- write some words from the theme without copying
- recognise and draw animal tracks
- make a mural about a culture theme.

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Reading, Viewing and Writing

OUTCOMES

Learners demonstrating evidence of **Band 2**

RVW 2.1 Communication

read and view with understanding short simple texts from classroom activities, for different purposes, with contextual support

RVW 2.2 create short simple written and visual texts using words and sentences they have practised writing.

INDICATORS

Learners demonstrating evidence of **Band 2** for example

RVW 2.1 Communication

- read and retell ideas and events from well-known texts or a text on a familiar topic or experience
- read books at this level to the teacher and by themselves
- put the pictures or photos from a story in the right order
- answer questions about a story
- find their mother's and father's country on a map
- find information about a theme in a text, with help from the teacher
- answer questions about a video
- identify some signs of seasonal change on a bush walk.

RVW 2.2

- label parts of the body without copying
- write a sentence or short story about something they have done, eg a bush trip
- write descriptions based on modelled language and learning experiences
- read and make simple family trees, with help from the teacher
- write two or three sentences about something they have done.

Links

Essential Learnings:

In 1, Cr 1, Col 1, Col 3, Col 4, Con 1, Con 2, Con 3

Learning Areas:

Health and Physical Education, SOSE

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Reading, Viewing and Writing

Links

Essential Learnings:

In 1, Cr 1, Col 1,
Col 3, Col 4,
Con 1, Con 2,
Con 3

Learning Areas:

Health and
Physical
Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 3**

RVW 3.1 Communication

read and view with understanding some longer simple texts and diagrammatic texts, with content and language they know

RVW 3.2 explore the place of reading and writing in the language in their life

RVW 3.3 create short written and visual texts using language they know.

INDICATORS

Learners demonstrating evidence of **Band 3** for example

RVW 3.1 Communication

- read different kinds of simply written texts, eg Dreamtime stories, life histories, information texts
- identify the main ideas in texts
- answer questions about texts
- retell stories, using some first language
- find specific information in written and diagrammatic texts
- identify the sequence of ideas or information
- read stories to younger children from another class
- join in discussion about family trees they have made at school.

RVW 3.2

- talk in first language to older people in their family about how they use reading and writing in language, and report back to class
- find out and discuss in class how reading and writing in language is used in school
- reflect on activities and interests they are involved in out of school
- explore how reading and writing language could be used in their life, eg writing rock songs, raps, t-shirt messages.

RVW 3.3

- make photo book with captions
- write labels for t-shirts and print the t-shirts
- write about a theme or experience
- write about their likes and dislikes using one or two sentences
- experiment with writing to express popular culture, eg write rock songs, raps and video scripts
- write words and sentences the teacher dictates
- have a go at writing words they have not practised.

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Reading, Viewing and Writing

OUTCOMES

Learners demonstrating evidence of **Band 4**

RVW 4.1 Communication

independently read/view with understanding different kinds of visual and written texts with familiar content and some unfamiliar language

RVW 4.2 explore the place of reading and writing in the language in the community, in the past, present and future

RVW 4.3 create short written and visual texts of different kinds on many familiar topics.

INDICATORS

Learners demonstrating evidence of **Band 4** for example

RVW 4.1 Communication

- read short texts without picture cues
- get information from posters/notices/leaflets, in the school and community
- recognise key words, connecting ideas and the organisation of information in texts
- make concept maps of topic using key words
- read some oral texts that have been written down, eg conversations, sermons, speeches.

RVW 4.2

- talk with people in the community about reading and writing in the language (what they read and write, when and where), and report back to class
- join in class discussion about how reading and writing could be used
- find out what has been written in language in the past and collect it if it's not already in a safe keeping place in the community
- identify what safe keeping places are and where they exist, eg in the community, archives at AIATSIS
- contribute to safe keeping of language resources by sending away (archiving) texts made in the school/community, and by getting back copies of older texts from archives.

RVW 4.3

- write posters in language, eg sports posters, health posters
- write some graffiti in language
- draw a comic strip and write some conversation to label it
- write procedural texts, eg how to prepare bush medicines
- write short stories, eg from traditional country
- write factual texts, eg where different kinds of bush food grow and when they are available
- transfer information from texts into other formats, eg story maps, time lines, tables, songs
- ask an older person to tell them words about one kind of thing (eg birds, trees) and write wordlists
- record a simple story from another student and write it down from the tape
- make books of the stories they record, eg paper books with photos or paintings, books on the computer (talking books with photos, computer animations) **[LT]**
- write a short story with photos or drawings for a community magazine.

Links

Essential Learnings:

In 1, Cr 1,
Col 1, Col 3,
Col 4,
Constructive
Learner

Learning Areas:

Health and
Physical
Education, SOSE

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Reading, Viewing and Writing

Links

Essential Learnings:

In 1, In 2, In 6, Creative Learner, Col 3, Col 4, Constructive Learner

Learning Areas:

Health and Physical Education, SOSE

OUTCOMES

Learners demonstrating evidence of **Band 5**

RVW 5.1 Communication

read and view with some understanding, some authentic, lengthy texts using the 'strong' language of older people

RVW 5.2 explore the place of reading and writing in language in their own and other communities

RVW 5.3 create longer written and visual texts of different kinds for different audiences and purposes.

INDICATORS

Learners demonstrating evidence of **Band 5** for example

RVW 5.1

- read different kinds of texts, eg Dreaming stories, Bible texts, factual texts, life histories
- identify the main ideas or information, and supporting ideas, for taking notes, retelling the story, and summarising the information
- identify and explain some imagery and language used with a meaning that is not literal
- discuss the attitudes and concerns explored in adult texts.

RVW 5.2

- contact other Indigenous Australian communities in different places (remote communities, towns, southern Australia, etc) to find out about the place of reading and writing in language in those communities 
- use the Internet to find out about and/or contact Indigenous communities in other countries to explore how they use reading and writing in language **[LT]** 
- continue to contribute to the safe-keeping of language resources by sending texts created in the school away to archives
- continue to join in class discussions about how reading and writing could be used in their life and community.

RVW 5.3

- write texts of about one page, or two or more paragraphs
- write short articles for community magazine, eg report on community events
- write their own life history
- record different kinds of stories and information on tape, video or software application from an older person and write the talk down from the recording
- work with community members to produce culturally appropriate texts to record knowledge
- write posters, notices, leaflets about community issues, eg health
- make a video about a culture theme, eg collecting and preparing bush medicine.

OPTIONAL

Schools decide if, and when, they use reading and writing to help students learn language. Students read and write language depending on the reading and writing skills they have learned in English as a Second Language or in their first language, and how much they can talk and understand spoken language. At an appropriate time, students learn how letters and groups of letters are linked to sounds in the language, and how word parts are shown, eg a hyphen - between the word and the word beginning or ending.

Glossary

Adjective/ describing word	A word used to describe a person, place, thing, feeling, idea, eg in English, <i>big, hot, happy, difficult</i> . In some languages, adjectives and nouns are grammatically the same.
Adverb	Tells us how, when or where something happens, eg in English: <i>quickly, yesterday, inside</i> . In some languages adverbs are not grammatically different from nouns . (See locational words) <ul style="list-style-type: none"> Djambarrpuylu bili nhe bondi marrtjin bala dj^ma-lil. because you quickly went away work-to 'Because you went off quickly/in a hurry to work.'
Agreement	The form of one word changes because of another word in the sentence; the words 'agree' with each other. <ul style="list-style-type: none"> English The cow eats grass. In this example there is an ending 's' on the verb 'eat' because 'the cow' is singular. The cows eat grass. Here there is no ending 's' on the verb because 'the cows' is plural. Burarra galamang an-darrartka 'The axe is sharp' axe (Masculine) Masculine-sharp Describing words must have a prefix in agreement with the class of the noun they are describing. Here the noun galamang 'axe' belongs to the masculine noun class, and the describing word 'sharp' must have a masculine noun class prefix.
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
Antonym	An opposite meaning, eg <i>hot</i> is an antonym for <i>cold</i> .
Archiving	Keeping resources (eg books or tapes) in a safe place like a Literature Production Centre, or sending them away to be kept safe in a place like AIATSIS . Sending valuable documents away is good archiving practice, in case a fire or flood occurs in the school.
Bound pronoun	A pronoun that is not a separate word but that has to be joined to another word as a prefix or a suffix (See free pronouns) <ul style="list-style-type: none"> Ndjébbana examples of bound pronouns (prefixes) <i>ngá-rakarawo</i> 'I go along' <i>njírri-rakarawo</i> 'me and him go along (He goes along with me)' <i>njárri-rakarawo-nja</i> 'me and her go along (She goes along with me)' Luritja examples of bound pronouns (suffixes) ananyi-<u>na</u> 'I am going' ananyi-<u>nu</u> 'you are going'
Case	Tells us the function of a noun or pronoun in a sentence, eg who is doing something, where someone is going, who something belongs to, where someone or something is located. In most Australian languages, case is marked by suffixes . (In English, these functions are shown mainly by the position of the word in the sentence or by using prepositions.) <ul style="list-style-type: none"> Warlpiri Ngarrka-<i>ngku</i> wawirri panturnu. 'The man speared the kangaroo.' man-actor kangaroo speared The suffix <i>-ngku</i> shows who did the action. Palya kalu mani marna-<i>jangka</i>. 'They get wax from spinifex.' wax present-they get spinifex-from The suffix <i>-jangka</i> tells us that the wax (palya) is <i>from</i> something (marna 'spinifex').
Case	Upper case means capital letters, and lower case means small letters.
Case marking	The forms (usually suffixes) that tell us what case a word is. In the examples above (see case), the suffixes <i>-ngku</i> and <i>-jangka</i> are the case markers.
Class	See noun class .

Chunks of text	A word, several words or several sentences together.																				
Cohesive	Using words and grammatical features to link ideas expressed in different sentences through the whole text.																				
Colloquialism	Everyday, informal talk that sometimes includes common expressions that are hard to understand if you don't have a lot of experience with the language. <ul style="list-style-type: none"> English <i>She'll be right mate.</i> 																				
Compound sentence	A sentence made up of two or more sentences, often joined by a conjunction . <ul style="list-style-type: none"> English <i>He tried to shoot it, but he missed.</i> Pitjantjatjara <table border="0" style="width: 100%;"> <tr> <td><i>Watingku</i></td> <td><i>papa</i></td> <td><i>pungu</i></td> <td><i>munu</i></td> <td><i>mirangu.</i></td> </tr> <tr> <td>man-actor</td> <td>dog</td> <td>hit</td> <td>and+same-subject</td> <td>cried</td> </tr> </table> 'The man hit the dog and he cried out.' <table border="0" style="width: 100%;"> <tr> <td><i>Watingku</i></td> <td><i>papa</i></td> <td><i>pungu</i></td> <td><i>ka</i></td> <td><i>mirangu.</i></td> </tr> <tr> <td>man-actor</td> <td>dog</td> <td>hit</td> <td>and+different-subject</td> <td>cried</td> </tr> </table> 'The man hit the dog and it cried out.' 	<i>Watingku</i>	<i>papa</i>	<i>pungu</i>	<i>munu</i>	<i>mirangu.</i>	man-actor	dog	hit	and+same-subject	cried	<i>Watingku</i>	<i>papa</i>	<i>pungu</i>	<i>ka</i>	<i>mirangu.</i>	man-actor	dog	hit	and+different-subject	cried
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man-actor	dog	hit	and+different-subject	cried																	
Compounding	A process of forming new words by joining two words together. <ul style="list-style-type: none"> English <i>blackbird</i> = black + bird <i>landowner</i> = land + owner Burarra <i>an-murnabama</i> 'King Brown Snake' = an-murna 'Masc-big' + bama 'head' Ndjébbana <i>wiba barra-narimabba</i> 'landowners' = wiba 'land' barra-narimabba 'they-owner/keeper' 																				
Conditional	A sentence that tells us about something that might, could or should happen, with the result that something else happens. <ul style="list-style-type: none"> English <i>If we go to the show, we'll have a great time.</i> Burarra <i>Japalana nyi-na-ganyjarna</i> rraka ngu-jerrjerringarna. billycan you-here-could/should have taken and so I-could have poured <i>You should have brought a billycan so I could have poured it in.</i> Djambarrpuy\u <i>luli nhe dhu warku'yun wu\gan-nha, \ayiny dhu l^wum.</i> if you future tease dog-object it future bite <i>If you tease the dog, it will bite.</i> 																				
Conjunction	Used to join ideas, such as <i>and</i> or <i>but</i> in English. (See linking words, linking devices, compound sentences). <ul style="list-style-type: none"> Warlpiri <i>manu</i> 'and', <i>kala</i> 'but' Pitjantjatjara <i>munu</i> 'and' (the one who is doing the action is the same in both sentences joined by <i>munu</i>) <i>ka</i> 'and' (when <i>ka</i> joins two sentences, the one who is doing the action is different in each sentence) 																				
Context clue Contextual cue, Contextual support	Something that helps us to understand the meaning of a written or spoken text, such as pictures, diagrams, objects or a shared experience. For example, pointing to something would be a contextual cue that I am talking about that thing; people laughing would be a contextual cue that they are talking about something funny.																				
Decode, Decoding skills	In the context of reading, this means to read unfamiliar words and parts of words by sounding out the letters, or by using knowledge of how to read some syllables or groups of letters. Decoding skills means the ability to do this.																				

Demonstrative	Words meaning 'this', 'that', 'here' and 'there'. Aboriginal languages usually have more demonstrative words than English does, eg they often have different words for 'this' (very near) and 'this' (not very near) as well as 'that' (over there).
Describing word	See adjective .
Discourse structure	The way in which spoken and written texts are organised, eg which ideas come first, how some ideas are shown to be important, how different ideas are brought together so that the text makes sense. Cultures organise their texts in different ways (See thematization).
Dual forms	Used for referring to two people or things, eg <ul style="list-style-type: none"> • Eastern/Central Arrernte <i>Mpwelē</i> school-ntyelē? 'Have you two come straight from school?'
Etymology	The study of the history of words, eg the English word <i>education</i> comes from the Latin language. The Burarra word <i>japalana</i> 'billycan' comes from the Macassan language.
Figurative language	A special way of saying something to catch people's attention or make them feel something. In figurative language, we use words with a different meaning from what they usually have. <ul style="list-style-type: none"> • English Her eyes were <i>like</i> stars. In this example, we are describing someone's eyes, and we ask people to imagine stars. Stars are bright and shining, and that is what her eyes were like. Figurative language includes metaphors, similes, exaggeration and many other word types.
Free nouns, Free pronouns	These are nouns and pronouns which stand alone as separate words. (See bound pronoun). <ul style="list-style-type: none"> • Ndjébbana <i>Njírabbā</i> Ndjébbana njarra-ngúdjeya. 'We speak Ndjébbana.' we all(not you) language name we all (not you)-speak In this example, <i>njírabbā</i> is a free pronoun. It is a separate word. Njarra is a bound pronoun. It is a pronominal prefix which must be joined to the verb stem 'speak'. • Wubuy <i>Wu-yiga-wayamangi ana-ngura.</i> 'The fire kept going.' it ANA-fire-kept going nounclass ANA-fire In this example, <i>ana-ngura</i> is a free noun. It is a separate word that stands alone. <i>-yiga-</i> is a bound noun meaning 'fire'; it is incorporated into the verb.
Function	See word function .
Gender	Masculine and feminine are the two genders. In some languages, like Tiwi, all singular nouns are either masculine or feminine. Masculine groups and feminine groups of nouns can also be called noun classes .
Grammar	The way words are put together in a language to make sentences and texts.
Head word	The word listed in the dictionary. The head word is the word you have to look up, eg in English dictionaries, <i>walk</i> appears as a head word and 'walks', 'walking', and 'walked' appear in the entry for <i>walk</i> .
Idiom	An expression whose meaning cannot be worked out from the meaning of the individual words, eg <ul style="list-style-type: none"> • Djambarrpuy\U/Gumatj <i>buku-rrupiya</i> 'someone who is only interested in getting money' (literally 'head money')
Incorporation	The process of forming a complex verb by using a noun (or a word from another part of speech) within a verb . The same meaning can usually also be expressed by a simple verb and free nouns . <ul style="list-style-type: none"> • Tiwi <i>ji-mini-marikuwangipi-kiri-nga</i> he-me-dancing-hand-grab 'He grabbed me by the hand while I was dancing.'

Intonation

- Murrinh-Patha
puy-*ma*-rtal-nu
he himself-*hand*-cut-future
'He will cut his hand.'

The rhythm of speech, the way the voice moves up and down and varies between loud and soft. Intonation is used to make meanings over and above the meanings that are expressed by the words by themselves, eg in English, intonation can change a statement into a question.

Linking words, Linking devices

Words or parts of words that are used to join sentences or clauses together. Examples in English are *and, but, if, because*. (See conjunctions)

Locational words

Words that tell us where something happened, eg in English *inside, nearby*. (See also **adverbs**.)

- Gumatj
Galki \ayi yukurra nhina 'He or she is sitting *close by*.'
close by he/she continuous sit

Metaphor

Using a word or phrase to compare one thing to another, but instead of saying one thing is *like* the other thing (a **simile**), saying it is that other thing (eg calling someone who turns up after all the hard work is done *Blister*). We sometimes use metaphors as a way of explaining something, eg Indigenous educators have used the idea of saltwater and freshwater streams coming together as a metaphor to talk about the place of Indigenous and non-Indigenous knowledge.

Nominalisation

Making a **noun** from a **verb** or another **part of speech**, eg in English *communication* from communicate, *improvement* from improve, *continuation* from continue.

- Eastern/Central Arrernte
angke 'speak' *angkentye* 'speaking, language'
In this example, adding the suffix '*nty*' makes a **noun** from a **verb** 'angke'.
- Burarra
lapkujama 'open it' *an-gulapkujama* 'key; tool for opening something'
In this example, the **prefix** -gu- goes on the **verb stem** lapkujama to make a **noun stem**. The new **noun** also has to have a **noun class prefix**, an- here.
(see **prefixation, suffixation**)

Noun

A 'naming word for people, animals, things, places, ideas.

Noun class

Many Top End and Kimberley languages divide their **nouns** into different groups, eg in Tiwi, all **nouns** are either masculine or feminine or **plural** (see **gender** and **number**). Some languages have many more noun classes, eg Burarra has four noun classes. Murrinh Patha has 10 noun classes, which group words according to their meaning, such as Aboriginal people, non-Aboriginal people and animals, fresh water, flowers and fruits of plants, fire.

Noun phrase

A noun phrase may be just one word (eg a **noun**, a **pronoun**, a **demonstrative**, or in some languages an **adjective**), or it may be a group of words all referring to the same thing. In some languages, the words in the noun phrase all have to occur next to each other in the sentence; in other languages they do not.

- Murrinh-Patha
ngatan wananggal ngayi
'brother doctor I' 'my doctor's brother'
- Eastern/Central Arrernte
akngwelye urrperle akngerre atherrele ampe alwername
dog black big two child are chasing
'Two big black dogs are chasing the child.'

Number

Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are **singular, dual, plural**.

Paraphrase

To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.

Particle	<p>Words with a grammatical meaning and that do not have a suffix or a prefix.</p> <ul style="list-style-type: none"> Djambarrpuylu <ul style="list-style-type: none"> <i>dhu</i> future particle <i>bala\</i> 'might', 'should', 'would', 'must' (any event that could have occurred but has not) <i>bili</i> something has been completed Wubuy <ul style="list-style-type: none"> <i>wulguy</i> 'it's quite true that', 'although' <i>yingga muga</i> 'thought mistakenly that ...'
Parts of speech	<p>Different types of words are different parts of speech according to what they do in a sentence, eg nouns, verbs, demonstratives are all different parts of speech.</p>
Passive	<p>In English, a passive sentence is one where the person or thing who is the receiver of the action comes first. The doer of the action can be put at the end in a phrase starting with 'by'.</p> <ul style="list-style-type: none"> English <ul style="list-style-type: none"> <i>The dog was bitten (by a snake).</i> <p>We could also talk about the same event using an active sentence, 'A snake bit the dog'. In the passive sentence, we are talking about the event from the point of view of the dog.</p> <p>Many Indigenous Australian languages do not have a passive.</p>
Person	<p>A grammatical term that refers to different types of pronouns. Pronouns can be 'first person', 'second person' or 'third person'. First person refers to 'I' and 'we', second person refers to 'you', 'you two', 'you all' and third person refers to 'he', 'she', 'it', 'those two', 'them'.</p> <ul style="list-style-type: none"> some examples of person in Warlpiri pronouns <ul style="list-style-type: none"> first person <i>ngaju</i> 'I', <i>ngalijarra</i> 'you and I' second person <i>nyuntu</i> 'you', <i>nyurrula</i> 'you all' third person <i>yapa-jarra</i> 'those two', <i>yapa-patu</i> 'they all'
Plural	<p>In English, this means more than one, eg <i>houses</i> is the plural of house, mice is the plural of mouse. In languages with a dual number, plural means 'more than two'.</p>
Prefix	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often pronouns or show noun class; sometimes they also show tense or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called prefixing languages. Some Australian prefixing languages are Burarra, Murrinh Patha, Ndjébbana, Tiwi, Wubuy.</p> <ul style="list-style-type: none"> Wubuy <ul style="list-style-type: none"> <i>nga-burra</i> 'I sit' <i>ngangu-burra</i> 'I will sit' <i>Ana-mariyn wu-burra ama-lhagayag-duj.</i> nounclass ANA-snake it ANA-sit nounclass MANA-sea-in 'Snakes live (sit) in the sea.'
Prefixation	<p>The process of forming new words by attaching a prefix to a word. Sometimes the new word is a different part of speech from the original word.</p> <ul style="list-style-type: none"> Burarra <ul style="list-style-type: none"> waykin 'up high' <i>an-muwaykin</i> 'belonging to up high' <p>In this example, the prefix <i>-mu-</i> goes on the locational word waykin to make a describing word. The new describing word also has to have a noun class prefix, here <i>an-</i>.</p> <p>lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something'</p> <p>In this example, the prefix <i>-gu-</i> goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>

Prefixing languages See **prefix**.

Pronominal prefix A **prefix** which has the meaning of a **pronoun**.

Pronominal form Any kind of pronoun, free or bound

Pronouns Words used instead of a noun. In English, the basic pronouns are I, you, he, she, it, we and they. (See also **bound pronouns**, **free pronouns**, **number**)

Reduplication Repetition of all or part of a word to change the meaning in some way, or to show **number**

- Eastern/Central Arrernte

kwatye 'water, rain' *kwatye-kwatye* 'like water: watery, runny, transparent, glossy'

akeme-irreme 'to get up' *akeme-akeme-irreme* 'try to get up, start to get up'

Simile Something is compared to something else by using a word such as 'like' or 'as', eg in English *as flat as a pancake*.

Singular One thing. (See also **dual** and **plural**)

Stem The main part of a word to which the **suffix** or **prefix** can be added.

- Djambarrpuy\lu

munatha\ur 'on the ground'. '*munatha*' is the stem, '*\ur*' is the suffix.

Suffix A part of a word that adds meaning at the end of a word. Suffixes on **nouns** can say who did an action and what they did the action to. Suffixes can also have meanings like those of English prepositions, eg 'to', 'from', 'at', 'about'. Suffixes on **verbs** often say when the action happened (**tense**). Most Australian Indigenous languages have suffixes. (See also **case**, **stem**.)

- Luritja

Pupanyi-la 'at Papunya'

Kiintuwu-lakutu 'to Kintore'

Suffixation

The process of forming new words by attaching a **suffix** to a word. Sometimes the new word is a different **part of speech** to the original word.

- Eastern/Central Arrernte

atherrke 'green' *atherrke+lhe* 'look green'

In this example, the **suffix** *-lhe* goes on the **noun** 'green' to make a **verb stem** 'look green'.

- Pitjantjatjara

palya 'good' *palya-ri-ngu* 'got better, improved'

In this example, the **suffix** *-ri-ngu* goes on the **adjective** *palya* to make a **verb stem** 'got better'.

wangka- 'talk (verb)' *wangka-nytja* 'talking, talk (noun)'

In this example, the **suffix** *-nytja* goes on the **verb stem** *wangka-* to make a **noun**.

Synonym

A word that means the same thing or nearly the same thing, eg in English, *food* is a synonym for *tucker*.

Tense

Refers to the way **verbs** tell us some meaning about time. In English, verbs can be in the present tense or the past tense, eg *walk-walked*, *swim-swam*.

- Eastern/Central Arrernte

arkweme 'is eating' (present tense)

arkweke 'ate' (past tense)

arkwetyenhe 'will eat' (future tense)

Thematisation

How the main meanings of a text are organised to help give the text its structure. (See **discourse structure**.)

Verbs

Most verbs are doing words such as *go*, *hit*, *eat* in English. Verbs also include words that refer to a state of being, such as *sit* or *stand* in English. They may also include words that are to do with thinking and feeling, eg *know*, *worry*, *like* in English. Verbs in Australian Indigenous languages can have **suffixes** and/or **prefixes** added on to them. These **suffixes** and/or **prefixes** can have different kinds of meanings. Many of these add-ons are to do with **tense**.

- In Djambarrpuy\u, the verb *nya'thun* 'eat' changes its **suffix** in different **tenses**.

\arra ga nyoka' *nya'thun* 'I am eating crab now'
 bili \arra nyoka' *nya'thurr* 'I already ate crab today'

In some languages, verbs can also carry meanings about **number** and **person**

- In Ndjébbana the verb **stem** *-béna* has a **prefix** which tells us how many men there were:

Yídja *ka-béna* 'The man went'
 Yídja *birri-béna* 'The two men went'
 Yídja *barra-béna* 'The men went'

In some languages, the add-on part of a verb can mean 'not'.

- Warlpiri

Wati ka nyinami, wangkanjawangu
 man present sit speaking-without
 'The man is sitting without speaking'.
 The suffix '*-wangu*' means 'not'.

Verb conjugation

A group of verbs that all have the same pattern of **tense suffixes**, eg in Pitjantjatjara, there are four verb conjugations, represented here by the verbs *wangka* 'talk', *patja* 'bite', *pu* 'hit' and *tju* 'put'.

- Pitjantjatjara

	<i>wangka</i>	talk	<i>patja</i>	bite	<i>pu</i>	<i>hit</i>	<i>tju</i>	put
present tense	<i>wangka-nyi</i>		<i>patja-ni</i>		<i>pu-nganyi</i>		<i>tju-nanyi</i>	
past tense	<i>wangka-ngu</i>		<i>patja-nu</i>		<i>pu-ngu</i>		<i>tju-nu</i>	
future tense	<i>wangka-ku</i>		<i>patja-lku</i>		<i>pu-ngkuku</i>		<i>tju-nkuku</i>	
imperative	<i>wangka</i>		<i>patja-la</i>		<i>pu-wa</i>		<i>tju-ra</i>	

Some languages have a large number of verb conjugations, eg Ndjébbana has 23, plus some verbs which do not fit any of these groups.

Word function

The role of a word in a sentence, eg the word function in a sentence can be to tell us who did something, who/what they did something to, where they went, where something is located. In Australian Indigenous languages, a **suffix** or **prefix** usually shows the word function. In English, the position of a word or a preposition usually shows the word function.

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