

DEPARTMENT OF EDUCATION



# NT Indigenous Languages and Cultures

*First Language Bilingual  
(L1B)*

## Introduction

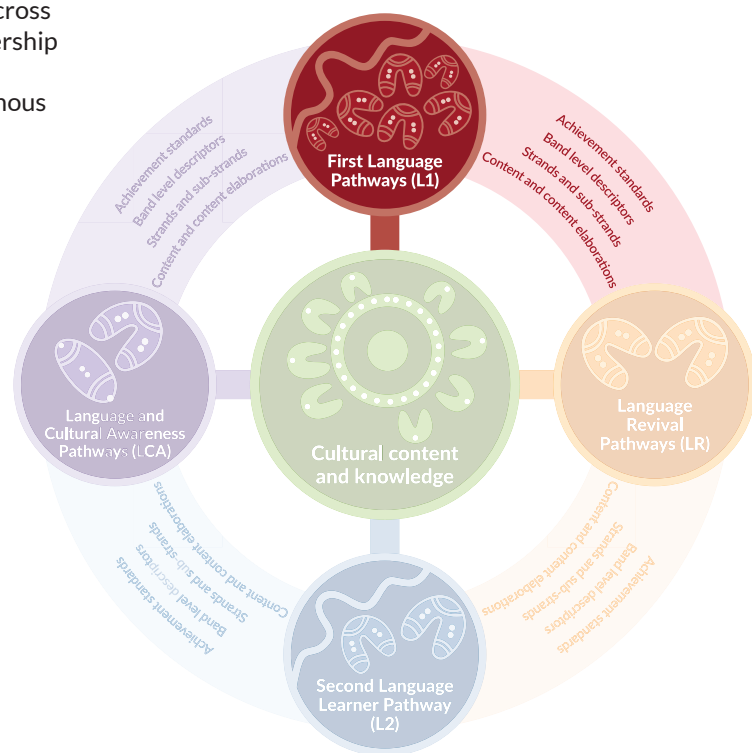
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

It has been developed as the curriculum to implement *Keeping Indigenous Languages and Cultures Strong, A plan for the teaching and learning of Indigenous Languages and Cultures in Northern Territory schools* endorsed by NTBOS as the policy for the teaching and learning of Indigenous Languages and Cultures within the Languages Learning Area of the Australian Curriculum.

The curriculum is meant to support school staff, language speakers and community Elders to develop strong programs and strong pathways for students to learn and grow their knowledge, understanding and skills in Indigenous Languages and Cultures across all levels and stages of schooling. Strong ownership by local language Custodians and speakers is fundamental to the development of an Indigenous Language and Culture program.

The Department of Education has published [Guidelines](#) for schools and communities to work together to develop language and culture programs.

The NTILC has been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures who have worked together with Aboriginal Elders, teachers and linguists to decide on appropriate cultural knowledge that can be taught in schools and a series of learning progressions for developing knowledge, understandings and skills for using language. It builds on work that has been happening in NT schools since the 1970s and is used in the NT instead of the Framework for Aboriginal Languages and Torres Strait Islander languages developed by ACARA within the Australian Curriculum: Languages learning area.



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## Pathway Description

The First Language Bilingual Pathway (L1B) is for students who have learnt the target language from their families at home as a first language, and continue to use it as their main language at home, in the community, while communicating with their friends, family and older people. This is a general framework for Aboriginal languages and will need to be refined and made specific to individual languages.

Bilingual education is a systematic approach to learning that emphasises the use of learners' first language to teach curriculum subjects, literacy, numeracy, English as an additional language, and other languages. English, and additional languages where relevant, are gradually integrated into teaching and learning through a planned and careful approach. Bilingual or multicultural education emphasises the use of the L1 as both a medium and a subject of instruction, in order to build a strong cognitive foundation that will support learning across the curriculum, and learning through English as an additional language.

In the bilingual pathway students will continue to learn and maintain their first language, using the language to learn important western content from the Australian Curriculum as well as Indigenous Cultural knowledge through their own language. They will learn curriculum content, encompassing literacy and numeracy, through their first language, especially in the Early Years.

## The students

The students in the First Language Bilingual Pathway (L1B) will:

- be hearing and using the language every day, including hearing older people using the language
- be living in a community where the language is spoken by many people, and experiencing many aspects of culture
- be learning western content knowledge from the Australian Curriculum through their first language
- be learning initial literacy and numeracy in their first language and continue to develop L1 literacy throughout their schooling alongside English

## Rationale

- to provide opportunities for students to use their first language and culture to develop deep learning and understanding while learning English
- to provide opportunities for students to continue to learn their first language and culture as the old people speak and know it
- to provide opportunities for students to finish their schooling as accomplished bilingual and biliterate young adults.

Through interaction with teachers, Elders and their peers they will continue to use their language to:

- learn and speak about their school learning in language
- learn strong vocabulary and speak using correct grammar
- talk about the sounds of the language and the way it is written down
- learn to read and write in their language
- talk about how texts work in the language
- talk about the language and how it works differently from English.

## Structure

The language content of the NTILC First Language Bilingual Pathway (L1B) is organised across three Strands aligned with each of the modes:

- Listening and Speaking
- Reading and Viewing
- Representing and Writing

Within each strand there are three sub-strands:

- **Communication:** where students develop the skills to enable them to communicate in a wide range of content and contexts
- **Language Structures and Features:** where students will develop control of linguistic structures and features in the language.
- **Learning Strategies:** where students will develop strategies that will help them to learn effectively.



At each band level you will find

- Achievement standards
- Content description
- Content (in **bold**) and elaborations (dot points).

Achievement standards tell us what the students should know, understand and do at the end of each band level.

Content outlines what we could teach at each level.

The Elaborations provide illustrations, explanations and examples to indicate possibilities for teaching. They are intended as support material. There is no need to teach all these things. Teaching teams may choose teaching activities from local school or language based curriculum as well as selecting suitable teaching activities from this curriculum.

The content of each Strand is further broken down as follows:

<b>Communication</b>	<b>Interacting</b> – using speaking, listening, reading and viewing and representing and writing, to learn about new things and share information, experiences and feelings
	<b>Language variation</b> – learning about differences in language and how language changes over time
	<b>Interpreting, translating and transcribing</b> – moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
<b>Language Structures and Features</b>	<b>Developing strong language</b> – learning to use more complex vocabulary and grammar
	<b>Talking about sounds and letters</b> – learning how words are made up of sounds and sound patterns, represented by letters and letter patterns
	<b>How texts work</b> – learning the ways that different texts are organised according to purpose and audience
	<b>Talking about language</b> – developing understanding of how language works and a shared language for talking about it
<b>Learning Strategies</b>	<b>Learning how to learn</b> – Learners will develop strategies to learn effectively in a bilingual context

## Development across Band levels and Year levels

The main feature of a bilingual pathway program is that children have the opportunity to learn curriculum content through their first language, and to learn initial literacy and numeracy in their own language.

The content in the First Language Bilingual pathway has been organised in four Band levels that develop across the years of schooling. In addition, the First Language Bilingual Pathway provides standards for the development of first language and literacy in line with a modified English literacy strand taken from the *Australian Curriculum* English Learning Area.

Fig 1: Development across the year levels

Band 1	Band 2	Band 3	Band 4
Early Years T-2	Years 3-4	Years 5-6	Middle years 7 - 9

## Assessment and Reporting

Assessment of cultural outcomes will be done in collaboration with Elders. The year levels for language and literacy are developed for one year of learning as in the *Australian Curriculum*.

Achievement standards describe the learning expected of students at each year or band level. They describe the extent of the knowledge, the depth of understanding and what the students should be able to do having been taught the curriculum content. The sequence of achievement standards provide a description of student learning and a framework of growth and development in the language and, therefore, provide a useful starting point or driver for the development of teaching and learning programs. The achievement standards also allow teachers to monitor students' learning, and make judgements about student progress and achievement and when they are ready to begin learning at the next Band level.

Elements of the Achievement Standards will be selected for units of work and students will be assessed against what has been taught throughout the year. It is expected that students will have had the opportunity to demonstrate their achievement against the entire Achievement Standard for the Year level in which they are studying by the end of semester 2. The A-E grade given for each student at the end of semester 2 should be assessed against the Achievement Standard for the year level in which they are studying.





## Teaching a First Language Bilingual Program

A L1 Bilingual program differs from the L1 Maintenance Pathway as it encompasses the structured use of first language for learning across the curriculum, including the development of a formal literacy and numeracy program.

Teaching teams involving qualified teachers and Assistant Teachers will work collaboratively across the school day to provide a well-planned bilingual program for their emergent bilingual students. The school must provide adequate in-school time for teaching teams to work together to plan, assess and evaluate their program. Adequate time must also be timetabled for staff to engage in Learning Together sessions on a weekly basis, where different elements of the bilingual program are explored and documented.

Elders are an integral part of a bilingual program as they provide the direction and high-level expertise in the development and implementation of cultural programs.

Teachers will find a wide range of resources including:

- spoken texts such as recorded stories, videos, guest speakers including Elders
- written texts including literature, textbooks and reference books in the students' first language, including traditional texts, contemporary texts and dictionaries
- artefacts such as spears, boomerangs, traditional clothes, baskets, clapping sticks, didgeridoos
- visual texts such as paintings, photos, maps
- land as text, learning on Country from Elders.

## Connections to the Australian Curriculum and Other Stages of Schooling

The NTILC First Language Bilingual Pathway addresses the intention of the *Australian Curriculum* with students learning in and through their own language, as English-speaking children do.

It has common content and purpose in other areas of the *Australian Curriculum* including:

### Disciplinary Knowledge

- F-6/7 HASS
- 7-10 Geography and History
- F-10 Science
- Health and Physical Education (HPE)

## Student Diversity

- EAL/D Learning Progressions

## General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Literacy
- Numeracy

## Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

The NTILC provides for students to study their language from Transition through to Year 9.

Other curriculum pathways available to continue studying language through to Year 12 include:

- Stage 1 and 2 units from the SACE Board
- Certificate II and III VET qualifications offered through the VET in Schools program.

## Time Allocation

A bilingual program will use the students' first language to teach appropriate aspects of the *Australian Curriculum*, as well as local cultural knowledge through the NTILC curriculum. Students will be immersed in their first language for most of the school day in the Early Years of Schooling, and for at least 5 hours a week from Years 4-9. Links have been made between the content of the Culture component of the NTILC and related content in the *Australian Curriculum* Learning Areas. Other Learning Area content and skills can also be taught through the students' first language.

While students are learning in and through their first language, they will be learning English as an Additional Language in a carefully planned English as an Additional Language program.

## Adapting the Curriculum to Specific Languages and Cultures

Each language, culture and context is different and the details of the content, achievement and learning will need to be adapted for each language, culture and place of learning.

# BAND ONE TRANSITION OVERVIEW

## Year Level Description

Students learning in Transition will usually be in the first year of formal schooling. They will be able to use the language the way the community expects children of that age to speak. They will have a growing knowledge of local community and culture.

They learn to recognise how the sounds of their language are written down as they learn to read and write in their own language. They may be learning to use written language as a means of communication for the first time.

In Transition they will build vocabulary, grammar and ways of using language for learning across the curriculum, and for talking about school routines and processes. They will also expand their knowledge of their Country, their families and kinship systems, and the natural environment, as well as engaging with stories and a range of visual texts in the language.

In the Early Years of school children are learning how to interact with people in new contexts, share with others and to participate in more structured routines and activities. They will learn about school, teacher and community expectations of the 'right' behaviour and 'right' ways of talking.

Students engage with a variety of texts. They listen to, read and view spoken, written and multimodal texts for enjoyment and for learning across the curriculum. These include traditional oral texts, picture books, various types of stories and information texts, songs, film, multimodal texts and dance and/or drama performances. They participate in shared reading, viewing and storytelling, using a range of literary texts, including cultural activities such as dance and art forms.

The curriculum emphasises opportunities to build on and develop the children's sense of enjoyment and curiosity. Learning activities should include games, music and songs, movement and familiar routines to provide essential scaffolding and relevant contexts for language and cognitive development.

## Culture Content

In Band 1 students will recognise through storytelling, experience and play, ways that people are related to Country and to each other. They identify and participate in activities that show them ways to grow up healthy, happy and strong.

They will begin to explore how the natural environment provides food, water and medicine at different times of the year.

## Achievement Standard: Band 1 (Transition)

### By the end of the Transition year students

#### Listening and Speaking

- LSB1-T.1 Use appropriate interaction skills to listen and respond to others in the classroom, out bush and in the community.
- LSB1-T.2 Listen actively and take turns to talk when playing class games and during teacher directed activities.
- LSB1-T.3 Pick out beginning, middle and final syllables of spoken words
- LSB1-T.4 Speak clearly to retell events and experiences with peers and known adults.
- LSB1-T.5 Make predictions and ask questions about class texts.
- LSB1-T.6 Identify and describe likes and dislikes about familiar texts, (including songs, stories, films, videos), objects, characters and events.
- LSB1-T.7 Recall one or more events, topics, facts, or items of interest after a listening activity.

#### Reading and Viewing

- RVB1-T.1 Read short, predictable texts that are easily decoded using familiar words, pictures, and developing knowledge of letters and how to blend sounds and syllables orally, and monitor and self-correct as they read.
- RVB1-T.2 View photos, videos, paintings and dances and show understanding by talking about them, describing or retelling the main messages and connecting them with their personal experience.
- RVB1-T.3 Identify syllables in words of 2, 3 and 4 syllables.
- RVB1-T.4 Recognise letters of the alphabet in upper and lower case.
- RVB1-T.5 Read common words that they see and hear a lot in class.

#### Representing and Writing

- RWB1-T.1 Create some simple visual texts to communicate ideas and learning.
- RWB1-T.2 Use familiar written words and phrases as well as drawings or selected images to retell events and experiences, and share their ideas about familiar texts, objects, characters and events.
- RWB1-T.3 Use letters to write sounds and syllables in short words.
- RWB1-T.4 Writing shows evidence of letter and sound knowledge, beginning writing behaviours such as use of first sounds in words, separating 'word's with a space, and experimentation with capital letters and full stops.
- RWB1-T.5 Orally blend sounds into words and break words into sound segments or syllables to 'spell' them.
- RWB1-T.6 Correctly form known lower and uppercase letters.

# BAND ONE TRANSITION CONTENT DESCRIPTION

## Country/Land

- Experience visits on Country as enjoyable and interesting ways to learn.
- Identify different features of the environment and explore ways to talk about location and directions.
- Identify their own clan totems, Dreamings, songs, stories, body designs and dances.
- Retell stories of the past after listening to stories and viewing photos of the old days.

## People/Kinship

- Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.
- Talk about and tell stories about their extended family and clan as they experience them.
- Identify experiences that help them to grow up strong happy and healthy.
- Talk in simple words about their feelings, about good health and ways to stay happy and healthy.

## Natural Environment

- Identify signs and features that indicate where common bush foods are found.
- Notice and identify signs that show the passing of time.
- Explore different kinds of water.
- Talk about and describe sources of water and how people read the signs to know where they are.
- Observe ways that people store and carry water.
- Name places where water is found and participate in recording the location on a class map.
- Observe and explore examples of traditional tools and artefacts.
- Identify plants that can be prepared and used as bush medicine.
- Identify ways to care for country.

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Listen actively to Elders, teachers, familiar adults and classmates when learning in school, in the community or on Country.</li> <li>Talk clearly with classmates and familiar adults about what they are learning in curriculum areas such as Mathematics, Science and HASS, and in cultural activities with Elders.</li> <li>Identify and describe likes and dislikes about familiar texts, films, videos, objects, characters and events.</li> <li>Understand that there are different ways of communicating when they speak.</li> </ul>	<ul style="list-style-type: none"> <li>Read short, easily decodable and predictable texts with familiar vocabulary and supportive pictures.</li> <li>Participate in shared reading, viewing and responding to a range of written and visual texts with others, for enjoyment and for information.</li> </ul>	<ul style="list-style-type: none"> <li>Create short texts to explore and express ideas and events, using familiar words and beginning to write knowledge.</li> <li>Participate in creating group negotiated texts, class charts, etc.</li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>Talk, and understand when others talk, about more than one idea, using correct grammar, pronunciation and a growing vocabulary.</li> <li>Use hand signs and gestures to assist communication.</li> <li>Recognise there are sounds and sound patterns in words.</li> <li>Participate in a range of oral texts (ways of talking).</li> <li>Understand and use target language words to talk about simple kinds of talking.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some ways that sentences are structured.</li> <li>Begin to talk about words that they see and hear in stories.</li> <li>Recognise and say the sounds that most letters represent.</li> <li>Identify some of the different elements in simple written and visual texts, including how books, film and digital texts (eg PowerPoints) work, and know some features of print, for example directionality.</li> <li>Begin to use words to talk about written and visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that sentences are key units for expressing meaning.</li> <li>Recognise that texts are made up of words and groups of words that make meaning.</li> <li>Write most letters so that others can recognise the shape, and choose appropriate letters to write for sounds in words.</li> <li>Recognise there are sounds and sound patterns in words.</li> <li>Understand and use some basic conventions of writing by hand and on screen, in own texts, including directionality, spacing and punctuation.</li> <li>Begin to talk about the differences between written language and the language they use every day.</li> </ul>
<b>LEARNING STRATEGIES</b>	<ul style="list-style-type: none"> <li>Use appropriate interaction skills to listen and respond to others in the classroom and other familiar school and learning environments.</li> </ul>	<ul style="list-style-type: none"> <li>Use some beginning reading skills and strategies to deal with print and to make meaning from written and visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use some beginning-writing skills and strategies to record ideas and convey meaning through writing and pictures.</li> </ul>

# BAND ONE TRANSITION CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening and Speaking

Listen actively to Elders, teachers, familiar adults and classmates (peers) when learning in school, in the community or on Country.

- listening to and telling stories about experiences at school, in the camp and out bush
- listening to teachers, elders and classmates

Talk clearly with classmates and familiar adults about what they are learning in curriculum areas such as Mathematics, Science and HASS, and in cultural activities with Elders.

- naming and describing objects, people and events around them
- asking and responding to simple questions related to learning experiences and personal experiences
- talking about one or two events clearly and with confidence in class to people they know
- communicating clearly in informal groups and whole class settings
- re-telling what they have been taught or told, with support such as pictures, cue cards, concrete materials

Identify and describe likes and dislikes about familiar texts, films, videos, objects, characters and events.

- requesting favourite activities, stories and songs, films and videos
- expressing needs and feelings in an appropriate manner
- saying what they think about something e.g. what food they like, what characters in a story or movie they don't like

#### Reading and Viewing

Read short, easily decodable and predictable texts with familiar vocabulary and supportive pictures.

- reading texts with short sentences and words that are easy to decode
- reading aloud matching one spoken word to one written word
- using letter-sound relationships to decode syllables and words
- finding correct words to complete cloze activities based on beginning readers
- matching short, easily decodable words and sentences with pictures

Participate in shared reading, viewing and responding to a range of written and visual texts with others, for enjoyment and for information.

- discussing the purpose of texts, for example, 'This text will tell a story', 'This text is a song' 'This text is a class rule'
- participating in shared reading and viewing of a range of texts, including children's stories, traditional stories, excursion or bush trip photo books, simple information texts
- talking with class about parts of the story
- joining in with key words and repetitive phrases
- drawing on personal experiences and knowledge of stories to predict events and interpret information
- drawing pictures about stories they have read, heard or viewed
- role-playing parts of stories
- identifying main characters in stories they have read, heard or viewed
- talking about who has written and illustrated the books they are reading
- talking about how pictures and words join to tell a story, and what the story would be like with only pictures, or only words
- joining in reading charts, wall stories, simple notices and class rules
- talking about the meaning of pictures, paintings and symbols in the community
- 'reading' the words of familiar stories, songs, chants and poems
- making meaning from a pattern, eg patterns used in painting
- finding and reading tracks in the natural environment
- identifying signs of animals, plants, seasons in the natural environment

#### Representing and Writing

Create short texts to explore and express ideas and events using familiar words and beginning writing knowledge.

- drawing pictures and write some words or strings of letters to describe them
- dictating sentences for teacher to write
- mixing approximate and conventional letter shapes to construct a message
- beginning to learn that writing can be for pleasure and self-expression
- reading own written texts aloud to teacher and peers

Participate in creating group negotiated texts.

- joining in writing simple notices, class texts,
- joining in re-writing familiar stories, songs
- making relevant suggestions during group negotiated texts when the teacher acts as a scribe

## COMMUNICATION

### Listening and Speaking

### Reading and Viewing

### Representing and Writing

Language  
variation

Understand that there are different ways of communicating when they speak.

- beginning to talk about the choices they make when they speak

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

**Talk, and understand when others talk, about more than one idea with correct grammar, pronunciation and a growing vocabulary.**

- saying most sounds and intonation correctly
- hearing and using sound patterns and rhythms in words through songs, sets of words with similar sound patterns, and chants
- using new naming words (nouns) related to topics learned in culture and their own interests
- using and responding to vocabulary from class
- using some common ways to talk about topics and describe:
  - size
  - colour
  - shape
  - position
- using some describing words
- using some simple linking words when they talk (and, but, then)
- using many pronouns correctly when they talk (he, they, we, you)
- talking about one or two events in class with correct grammar
- talking in sentences using correct grammar eg:
  - basic statements (I am going to the shop. It is hot. The dog is hungry)
  - questions (What is he doing? Where is she going? How did this happen?)
  - commands (Come here! Go away! Stop! )
  - calling out: (Great! Hey! *Yakayi!*)
- using many word endings (suffixes) and beginnings (prefixes) correctly, depending on the language, eg:
  - number – *marlajarra* (two girls), *malikijarra* (two dogs) [Warlpiri]
  - person
  - case marking
- use verb tenses correctly, eg:
  - past tense (He went swimming. The dog ate my food.)
  - present tense (I am sitting. I like oranges.)
  - future tense (I will be going home.)
- say no/not with nouns and verbs correctly

**Use hand signs and gestures to assist communication.**

- Using age appropriate hand signs, eg. for an animal, food

### Reading and Viewing

**Begin to talk about words that they see and hear in stories.**

- Identifying and talking about some new words in texts they read or view

**Recognise that texts are made up of words and groups of words that make meaning.**

- arranging short, easily decodable words and parts of words on cards to create meaningful phrases
- showing awareness that there are different kinds of words (parts of speech)
- talking about the role that words and parts of words play in sentences eg: What kind of word could go in this space?

### Representing and Writing

**Recognise that sentences are key units for expressing meaning.**

- using knowledge of letters and sounds, and written conventions to creating own written texts
- reading aloud their own written texts to the teacher and others.

## LANGUAGE STRUCTURES AND FEATURES

Talking about  
sounds and letters

### Listening and Speaking

Recognise there are sounds and sound patterns in words.

- recognising words in spoken language
- recognising syllables and sounds in words
- separating and isolating syllables in words of 1–4 syllables, by eg clapping all syllables, or just when they hear particular syllables eg Pitjantjatjara ka in: ka, wang-ka, puḷ-ka-nu, wang-ka-nyang-ka; eg YM li in: li-murr, ŋa-li, ŋa-tj-li, ba-ḡa-wi-li
- saying the first sound in spoken words
- segmenting and blending single sounds in short spoken words (eg two syllable words)
- beginning to manipulate sounds (eg change one sound in a word to make another word, eg change first sound in *guku* to make *buku* or *ḷuku* [Yolŋu Matha])
- recognising and saying the sounds (and letter names where appropriate) for some letters in the alphabet
- joining in alphabet songs and chants; and syllable and sound identification activities

### Reading and Viewing

Recognise and say the sounds that most letters represent.

- saying the sounds that most letters represent (including single letters, digraphs, eg nh, ly, ng, rr; and diacritics, eg ̂, ̣ representing common sounds)
- recognising and naming most letters in upper case and lower case
- recognising their own name/skin name when written, and identify the letters/sounds in the words
- sounding out letters and/or syllables and blending them to read words in beginner readers
- pointing to letters in a text

### Representing and Writing

Write most letters so that others can recognise the shape, and choose appropriate letters to write for sounds in words.

- writing a language name that is used at this age, eg their own name, skin name, clan names, family name
- writing short words by representing some sounds with the appropriate letters
- representing longer words by writing letters for the initial sound or a stressed sound

Recognise there are sounds and sound patterns in words.

- saying the letter names or sounds, and forming most letters of the alphabet of the language correctly (including single letters, digraphs and diacritics representing common sounds)
- segmenting words into syllables or saying slowly to listen for the sounds and identifying letters to represent those sounds

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

**Participate in a range of oral texts (ways of talking).**

- recognising that there are different ways to interact for different kinds of talk, eg:
  - a song
  - a story
  - listening to Elders and teachers
  - responding during class activities

### Reading and Viewing

**Identify some of the basic ways that written, visual and digital texts are organised and structured, including direction, spacing, punctuation, covers and titles.**

- using symbols to support telling oral stories, eg: sand stories, hand signs
- identifying the titles and covers of books
- learning about print: direction of print and return sweep, spaces between words
- following written stories from left to right and from top to bottom
- turning pages at appropriate times
- identifying punctuation such as capital letters (for names and start of sentences), full stops, and hyphens where appropriate
- reading along with the teachers using appropriate intonation for full stops
- identifying words that are used to start and end stories, eg 'one day', 'finished'
- using mouse and keyboard to move about a screen
- learning that first language and English written texts are read from left to right and from top to bottom of the page; and that direction of print may differ in other cultures, for example Japanese texts

### Representing and Writing

**Understand and use some basic conventions of writing by hand, keyboard and on screen in own texts.**

- showing awareness that speech can be written down, eg using symbols to represent words and sounds
- assigning a consistent message to their own writing
- asking the teacher to write something down for them
- reading and re-reading their own texts
- writing from top to bottom, left to right, with return sweep, spaces between words
- using some punctuation some of the time, eg full stops
- pointing to letters and punctuation in a text, eg the letter that starts a name; the capital letter for the name of a person, family, town.
- learning about simple functions of keyboard and mouse including typing letters, scrolling, return key and space bar, selecting icons and drop-down menu.
- participating in shared checking of group negotiated texts for meaning, spacing and direction, punctuation, and spelling
- writing from left to right and top to bottom

**Share experiences of different texts and discuss some differences.**

- discussing the purpose of texts they have created in a group, eg is a particular text a story, a song, or a class rule.

**Knowing and using the right words for:**

- story, word, sound
- ask, speak, say like this, tell a story
- talking about the meaning of words

**Begin to use words to talk about written and visual texts.**

- using words for elements of written and visual texts, eg page, sentence, word, letter, slide
- recognising that words can be broken into parts to make reading easier eg separate the stem from suffix or prefix

**Begin to talk about the differences between written text and the spoken language.**

- understanding the written message stays the same

How texts work

Talking about language

## LEARNING STRATEGIES

Learning how to learn

## Listening and Speaking

Use appropriate interaction skills to listen and respond to others in the classroom and other familiar school and learning environments.

- learning ways to listen actively and to make sure they understand
- using different ways of talking and listening appropriate to the activity, eg sit and listen to a story

## Reading and Viewing

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

- using some ways to think about the subject of a story in a range of visual and written texts; and checking to see if they are right, eg use title, illustrations (before reading the text) to identify the subject and information
- holding book, turn pages from front to back, read from top to bottom and left to right, turn pages at the correct time, use the pictures when listening to read, follow print with finger for directionality
- using knowledge of letters and/or syllables to sound out and blend words in beginning readers
- predicting words or phrases that are harder to decode (eg in shared reading, or longer words in beginning readers), using cues, eg pictures, initial letter/syllable and sounds, and repetitive sections of familiar texts
- identifying some familiar words and parts of words in new books, shared books
- using word and sentence cards to make their own texts
- talking about the owners and teller of the stories and the Dreamings and Country they are connected to
- talking about symbols that are used in sand stories, paintings, designs

## Representing and Writing

Use some beginning writing skills and strategies to record ideas and convey meaning through writing and pictures.

- actively participating in shared writing activities to make class books, charts and stories
- holding the pencil correctly, sit well and move the hand properly
- practising forming the shapes of upper case and lower case letters after the teacher shows how to write each letter (eg where to start, which direction to write)
- beginning to write from left to right and from top to bottom of the page, after observing teacher behaviour
- copying words, phrases, sentences, using a variety of implements
- finding letters in words
- being aware of capitals and full stops
- finding words around the room needed in own writing
- using some simple strategies to help spell familiar words correctly, eg name cards, syllable charts, knowledge of place names, high frequency words, word walls
- initiating and practising writing
- using bush trips, the environment, oral activities and personal experiences as stimuli for their own writing
- starting to plan how to record some of their own ideas
- reading their own writing aloud and answering questions about it

# BAND ONE YEAR 1 OVERVIEW

## Band Level Description

In Band 1 students will build a vocabulary, grammar and ways of using language for learning across the curriculum and for school routines and processes. They will also expand their knowledge of their Country, their families and kinship systems and the natural environment, as well as engaging with stories and a range of visual texts in the language.

Students learning in Year 1 will be expanding their social networks, experiences and abilities in language, including English language. They will be speaking and listening and reading and writing to communicate in their first language, and will be learning to speak and listen to communicate in English.

Students will continue to develop their vocabulary and grammar through listening and responding to strong language used by older people and engaging in real life, meaningful activities. They follow instructions, exchange information and express ideas related to their learning in different learning areas.

Students engage with a variety of texts for enjoyment and for learning across the curriculum. They listen to, read, view and interpret spoken, written and multimodal texts for enjoyment, and interact with texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories and information texts, songs, non-fiction, film, multimodal texts, and dance and/or drama performances. These texts can be used by students as models for constructing their own work.

Literary texts that support and extend Year 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisable realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum.

The curriculum emphasises opportunities to build on and develop the children's sense of enjoyment and curiosity. Learning activities should include games, music and songs, movement and familiar routines that provide essential scaffolding and relevant contexts for language and cognitive development.

## Culture Content

In Band 1 students will recognise through storytelling, experience and play, ways that people are related to Country and to each other. They identify and participate in activities that show them ways to grow up healthy, happy and strong.

They will begin to explore how the natural environment provides food, water and medicine at different times of the year.

## Achievement Standard: Band 1 (Year 1)

### By the end of Year 1 students

#### Listening and Speaking

- LSB1-1.1 Listen actively to elders, teachers and familiar adults and classmates when learning, and talk about what they hear, speaking clearly and using connected sentences.
- LSB1-1.2 Interact in pair, group and class discussions, taking turns when responding.
- LSB1-1.3 Make short presentations on familiar topics.
- LSB1-1.4 Understand that there are different ways of communicating through conversation, spoken stories, songs and music and identify some of their features.
- LSB1-1.5 Listen to others in conversation using appropriate responses and body language to interact.

#### Reading and Viewing

- RVB1-1.1 Read aloud with developing fluency texts with short sentences and words that are easy to decode with picture support.
- RVB1-1.2 Make meaning when reading by using knowledge of sounds and letters, syllables, familiar words, full stops and capital letters (sentence boundary punctuation) and directionality.
- RVB1-1.3 Describe characters, settings and events in different types of texts.
- RVB1-1.4 Make connections to personal experience when explaining characters and main events in short texts.
- RVB1-1.5 Identify different purposes of texts e.g. fun, scary, instructional, songs, traditional, experience, and stories.

#### Representing and Writing

- RWB1-1.1 Understand and use some different ways to plan and record their own ideas using visual, written texts.
- RWB1-1.2 Create short texts with writing and pictures for a range of purposes and providing some details of ideas, events and participants in events.
- RWB1-1.3 Use knowledge of sounds, letters and syllables to accurately spell common words.
- RWB1-1.4 Use capital letters and full stops and form all upper and lower case letters correctly

# BAND ONE YEAR 1 CONTENT DESCRIPTION

## Country/Land

- Experience visits on Country as enjoyable and interesting ways to learn.
- Identify different features of the environment and explore ways to talk about location and directions.
- Identify their own clan totems, Dreamings, songs, stories, body designs and dances.
- Retell stories of the past after listening to stories and viewing photos of the old days.

## People/Kinship

- Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.
- Talk about and tell stories about their extended family and clan as they experience them.
- Identify experiences that help them to grow up strong happy and healthy.
- Talk in simple words about their feelings, about good health and ways to stay happy and healthy.

## Natural Environment

- Identify signs and features that indicate where common bush foods are found.
- Notice and identify signs that show the passing of time.
- Explore different kinds of water.
- Talk about and describe sources of water and how people read the signs to know where they are.
- Observe ways that people store and carry water.
- Name places where water is found and participate in recording the location on a class map.
- Observe and explore examples of traditional tools and artefacts.
- Identify plants that can be prepared and used as bush medicine.
- Identify ways to care for country.

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>COMMUNICATING</b>	<ul style="list-style-type: none"> <li>Listen actively to Elders, teachers, familiar adults and classmates when learning and talk about this using connected sentences.</li> <li>Talk about their understanding of new ideas and concepts across curriculum areas.</li> <li>Hear and talk about some of the differences in the way people talk.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view, with understanding, some short, simple written and visual (picture) texts.</li> <li>Participate in shared reading and viewing activities for learning across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Create some different kinds of short, written and visual (picture) texts to record their ideas, experiences and learning across curriculum areas.</li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>Talk, and understand when others talk, about more than one idea with correct grammar and a growing vocabulary.</li> <li>Understand and use hand signs correctly and at the right time and place.</li> <li>Understand that syllables have a structure and that they are made up of individual sounds or phonemes.</li> <li>Talk about what texts mean, what they are about.</li> <li>Notice some of the features of spoken stories.</li> <li>Talk about word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some ways that sentences are structured in texts they read.</li> <li>Recognise and say the sounds represented by letters, syllables and common sound patterns.</li> <li>Identify some of the different elements in different kinds of written and visual texts.</li> <li>Understand that texts have different structures, depending on their purpose.</li> <li>Begin to talk about different words and parts of words, and the kinds of meaning they give.</li> </ul>	<ul style="list-style-type: none"> <li>Use some different kinds of sentences and a growing vocabulary in their writing.</li> <li>Write most letters correctly, and represent most sounds in short words with the correct letters.</li> <li>Begin to understand how books and digital texts are organised.</li> <li>Begin to use words that describe parts of a text.</li> <li>Recognise that words can be broken into parts to make writing easier.</li> </ul>
<b>LEARNING STRATEGIES</b>	<ul style="list-style-type: none"> <li>Use appropriate interaction skills to listen and respond to others.</li> <li>Understand that listening and speaking are used for learning.</li> </ul>	<ul style="list-style-type: none"> <li>Use some developing reading strategies to understand the meaning in written and visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>Use some beginning-writing skills and strategies to create written and visual texts.</li> </ul>

# BAND ONE YEAR 1 CONTENT AND ELABORATIONS

## COMMUNICATION

Interacting

### Listening and Speaking

Listen actively to Elders, teachers, familiar adults and classmates when learning, and talk about what they hear, speaking clearly and using connected sentences.

- listening to stories, songs, poems and videos and responding by:
  - remembering and talking about key ideas, new words
  - drawing pictures
  - talking about their favourite parts
  - talking about the main characters
  - answering questions about what they have seen or heard
  - ask about new words
  - saying what they think some words might mean
- making short presentations on known topics, eg:
  - recounting an experience
  - giving information or explanations
  - explaining a picture or story, including who it is about, what is happening, where it is, why it might be happening
  - talking about something they like such as food, characters in stories and films, games and activities (swimming, football, running) and why they like these things

**Talk about their understanding of new ideas and concepts across curriculum areas.**

- talking about their curriculum learning in class, on excursions and on bush trips by sharing their ideas or what they know or asking questions
- using locational language and talking about their understanding of new ideas and concepts in maths

### Reading and Viewing

Read and view with understanding some short, simple written and visual (picture) texts.

- reading texts with short sentences and words that are easy to decode
  - reading aloud, matching one spoken word to one written word
  - using letter-sound relationships to decode syllables and words
  - finding correct word to complete cloze activities based on beginning readers
  - matching short, easily decodable words and sentences with pictures
- Participate in shared reading and viewing activities for learning across the curriculum.**
- reading and responding to a range of text types, eg:
    - show the sequence of events in a narrative or recount by putting pictures in order
    - compare stories with their own experiences
    - think about and discuss what might happen next in a story while reading/viewing it
    - talk about characters, what kind of people they are and why they do the things they do
    - relate one or two key facts from information texts and remember it for later
    - follow simple visual instructions
  - reading and interpreting simple charts and diagrams, such as family trees, classification charts, simple maps
  - viewing photos, videos, books and You Tube videos to find information about a class topic
  - showing some understanding of visual texts such as paintings, photos, designs, signs within the natural environment by retelling and acting out with costumes, props or actions, describing the main characters and key events
  - talking about the meaning of pictures, posters, paintings and symbols they see in the community
  - recognising and responding to everyday print, eg community signs
  - talking about ownership of stories

### Representing and Writing

Create some different kinds of short written and visual (picture) texts to record their ideas, experiences and learning across curriculum areas.

- writing a range of different text types with drawings, eg
  - recount personal experiences, class excursions
  - retell a favourite part of a familiar story
  - describe some of the steps in a procedure, eg a science experiment, cooking, making bush medicine
  - describe their likes and dislikes
  - choose own topics for writing and drawing
- creating some different kinds of visual texts or artefacts and labelling them with familiar words, eg
  - models
  - drawings or paintings
  - simple charts (classification chart)
  - diagram (family tree, parts of an animal or plant)
  - daily weather chart
  - simple maps
- creating posters with images and one or two short sentences to convey important messages, eg about health and wellbeing or caring for Country
- suggesting words and sentences for teachers to write to describe drawings, what happened on a bush trip
- participating in re-writing familiar songs, rhymes and stories in a group
- using known symbols for telling a story, eg sand stories, paintings, traditional designs
- recognising and drawing animal tracks

## COMMUNICATION

### Listening and Speaking

Hear and talk about some of the differences in the way people talk.

- noticing by listening carefully when they hear different languages spoken in the community; and talking about who speaks these, when and why
- picking out words that older people use when they are talking about familiar things that the students or others may not use
- showing respect for Elders

### Reading and Viewing

### Representing and Writing

Language  
variation

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

**Talk, and understand when others talk, about more than one idea with correct grammar and a growing vocabulary.**

- saying most sounds and intonation correctly
- hearing and using sound patterns and rhythms in words through songs, sets of words with similar sound patterns and chants
- using new naming words (nouns) related to topics learned in culture and their own interests
- using and responding to vocabulary from class
- using some common ways to talk about and describe:
  - size                      - kin
  - colour                   - local environment
  - shape                    - science topics
  - position                 - HASS topics
- learning new words in different subject areas
- understanding the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts
- using some describing words
- using some simple linking words when they talk (and, but, then)
- using many pronouns correctly when they talk (he, they, we, you)
- talking about connected ideas in class with correct grammar
- talking in sentences, using correct grammar eg:
  - basic statements (I am going to the shop. It is hot. The dog is hungry)
  - questions (What is he doing? Where is she going? How did this happen?)
  - commands (Come here! Go away! Stop!)
  - calling out (Great! Hey! Yakayi!)
- using many word endings (suffixes) correctly and beginnings (prefixes) depending on the language, eg:
  - number – marlajarra (two girls), malikijarra (two dogs) [Warlpiri]
  - person
  - case marking
- using verb tenses correctly
  - past tense (He went swimming. The dog ate my food.)
  - present tense (I am sitting. I like oranges.)
  - future tense (I will be going home.)
- saying no/not with nouns and verbs correctly

### Reading and Viewing

**Recognise some ways that sentences are structured in texts they read.**

- arranging words and parts of words on cards to create meaningful sentences
- showing awareness that there are different kinds of words (parts of speech) in a sentence, eg
  - choose the best kind of word to complete a sentence The man \_\_\_ to the shop. (which word would fit?: walked or dog?)
  - sort words into different kinds or different topics
- identify ways that simple sentences are joined together (eg and, but, then)

### Representing and Writing

**Use some different kinds of sentences and a growing vocabulary in their writing.**

- thinking about text structure and sentence structure in familiar texts when they create their own texts
- using statements and questions, as appropriate to the text they are writing
- using different verb tenses, as appropriate to the topic and kind of text
- writing texts using some different pronoun forms (eg I, we, he, they)
- using some new vocabulary from texts they have heard, read or viewed in their own texts
- using some simple ways of linking sentences when they write (eg and, then)
- including in their writing some ways to describe or give more information about places, people, actions (eg a big kangaroo, running very fast)
- exploring differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (eg adjectives) and details such as when, where and how
- learning how a sentence can be made more interesting by adding describing words, eg adjectives, or words such as: about when, where, how.

# LANGUAGE STRUCTURES AND FEATURES

## Listening and Speaking

**Use hand signs and gestures to assist communication.**

- using age appropriate hand signs e.g. for animals, food, family relationships, and instructions (eg Come here, Sit down, thirsty)
- understanding there are good and bad uses of sign language

**Understand that syllables have a structure and that they are made up of individual sounds or phonemes.**

- confidently sounding out syllables in spoken words and separate out a particular syllable (first, middle or last)
- confidently segmenting and blending single sounds in words
- manipulating sounds in words, eg. changing sounds to make another word that has similar sounds, eg bulu to buku or buṅu or butju or buyu or bolu or bala or bili [Yolṅu Matha]
- confidently saying the sounds and names for all the alphabet letters
- recognising different intonation patterns for different kinds of utterance, eg statements, questions and commands

**Hear and talk about some of the differences in the way people talk.**

- Use different ways of talking and listening appropriate to the activity e.g. in class, on an excursion, and other school activities, listening to an elder or teacher
- Notice differences in the way people talk in different situations and begin to talk about it

**Talk about what texts mean, and what they are about.**

- recognising literal and implied meanings in stories and spoken expressions
- noticing some of the features of spoken stories:
  - what it is about (main messages)
  - who is in the story (animals, people)
  - where does it take place

## Reading and Viewing

**Recognise and say the sounds represented by letters, syllables and common sound patterns.**

- saying the sound for all letters (single letters, digraphs, eg nh, ly, ng, rr and diacritics, eg ä, ŋ, representing common sounds)
- quickly saying most syllables when they see them, eg on flash cards
- breaking short written words into syllables to sound them out when reading
- orally blending single sounds in short words (eg two syllables)
- recognising common sound patterns (eg words ending in the same sounds: -apa, -uya, etc)

**Identify some of the different elements in different kinds of written and visual texts.**

- supply a beginning or an ending to a story using sequenced pictures with some missing parts
- recognise titles, headings, diagrams and labels, name and date on class work
- arrange parts of texts/pages to make whole text
- identify and interpret capital letters for names and the beginning of sentences, spaces between words, full-stops at the end of sentences, question marks, and hyphens where appropriate
- show some understanding of alphabetical order, eg recite the alphabet for their language, put word cards in alphabetical order.

## Representing and Writing

**Write most letters correctly, and represent most sounds in short words with the correct letters.**

- writing high frequency short words confidently
- writing short words by representing most sounds with the appropriate letters (including single letters, digraphs and diacritics representing common sounds)
- orally segmenting single sounds in short words (eg two syllables) when writing

**Begin to understand how books and digital texts are organised.**

- discussing the purpose and structure of class negotiated texts, eg whether a text tells a made up story or gives information.
- recognising and using different kinds of punctuation some of the time, eg capital letters, full stops
- writing different types of sentences, for example statements and questions, and talking about appropriate punctuation
- understanding about concepts of print and screen
- participating in making books and creating a cover and title, identifying the writer(s) and illustrator(s), adding page numbers and so on

Developing strong language

Talking about sounds and letters

How texts work

## LANGUAGE STRUCTURES AND FEATURES

## Listening and Speaking

## Reading and Viewing

## Representing and Writing

How texts work

Understand that texts have different structures depending on their purpose.

- discussing and comparing the purposes of familiar texts drawn from local contexts and interest
- becoming familiar with typical stages of types of texts including recount and procedure
- using different types of texts for example procedures (including steps on how to make something or do something in science ) and talking about the text structure

Talking about language

Explore differences in words that represent people, places and things (nouns, pronouns), happenings and states (verbs), qualities (eg adjectives) and details such as when, where and how.

- talking about effective words that describe a place, person or event

Begin to talk about different words and parts of words and what kinds of meaning they give.

- talking about different word functions, eg name of something (nouns), actions (verbs), who did something, who it was done to (eg what word endings (suffixes) or beginnings (prefixes) tell us).
- recognising that words can be broken into parts to make reading easier, eg recognising the word stem and suffix or prefix

Begin to use words that describe parts of a text.

- describing parts of written texts:
  - words, endings, beginning
  - sentence
  - page
  - full stop, question mark
- describing parts of visual texts
- identifying the parts of a simple sentence that represent
  - What's happening?
  - What state is being described?
  - Who or what is involved?

Recognise that words can be broken into parts to make writing easier.

- beginning to talk about different words and parts of words and their meanings
- talking about different word functions, eg the name of something (nouns), actions (verbs), who did something, who it was done to (eg what word endings [suffixes] or beginnings [prefixes] tell us)

## LEARNING STRATEGIES

Learning how to learn

### Listening and Speaking

Use appropriate interaction skills to listen and respond to others.

- interacting in pair, group and class discussions, taking turns when responding
- listening to others when taking part in conversation
- using different ways of talking and listening appropriate to the activity, eg sit and listen to a story

Understand listening and speaking are used for learning.

- knowing to speak about what is connected to what is being learned
- knowing they can ask for more information if they do not understand what someone is saying
- listening for specific information
- recalling what they have been told
- talking about what they have to do with their classmates
- talking about what they have done and learnt in class with the teacher, classmates and their parents

### Reading and Viewing

Use some developing reading strategies to understand the meaning in written and visual texts.

- practising reading syllables, words and beginning readers, to get quicker at recognising words
- repeating words and phrases when reading to ensure their own understanding
- having a go at reading new words, using decoding skills and contextual cues, eg picture cues
- talking about the owners and teller of the stories and the Dreamings and Country they are connected to
- talking about symbols that are used in sand stories, paintings, designs
- using title and illustrations to say before reading or viewing it, what a text might be about
- choosing texts to read during silent reading periods
- reading quietly during silent reading, attempting some decoding and using the pictures to think about the story
- using story so far and illustrations to think and talk about what might come next
- identifying some familiar words in chunks of texts, including known words and parts of words
- using word and sentence cards to make their own texts
- finding their way to their favourite website, eg Indigitube, VampTV

### Writing and Representing

Use some beginning-writing skills and strategies to create written and visual texts.

- continuing to write, using unjoined lower case and upper case letters:
  - use correct posture and pencil grip
  - form letters the correct way (start at the right place, move the pencil in the right direction)
  - practise letter shapes with increasing control over size and uniformity
  - write from left to right and from top to bottom of the page
  - copy words, phrases, sentences, using a variety of implements
- beginning to:
  - use punctuation to mark sentences, eg capital letters, full stops and question marks and other punctuation as needed.
  - use word and sentence cards to make their own texts
  - keep individual word lists.
  - segment words into syllables or say words slowly to listen for the sounds and identify letters to represent those sounds
  - re-read own texts and check for punctuation, spelling and meaning
- Use some strategies to spell familiar words correctly e.g. name cards, syllable charts, knowledge of place names, high frequency words, word walls
- Use planning tools such as "Who, When, Where" to help with their writing

# BAND ONE YEAR 2 OVERVIEW

## Band Level Description

In Band 1 students will build a vocabulary, grammar and ways of using language for learning across the curriculum and for school routines and processes. They will also expand their knowledge of their Country, their families and kinship systems and the natural environment, as well as engaging with stories and a range of visual texts in the language.

Students learning in Year 2 will be expanding their social networks, experiences and abilities in language, including English language. They will be speaking and listening, and reading and writing to communicate in their first language, and will be learning to speak and listen to communicate in English.

Students will continue to develop their vocabulary and grammar through listening and responding to strong language used by older people and engaging in real life, meaningful activities. They follow instructions, exchange information and express ideas related to their learning in different curriculum areas.

Students engage with a variety of texts for enjoyment and for learning across the curriculum. They listen to, read, view and interpret spoken, written and multimodal texts for enjoyment, and interact with texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories and information texts, songs, non-fiction, film, multi-modal texts, and dance and/or drama performances. These texts can be used by students as models for constructing their own work.

Literary texts that support and extend Year 2 students as independent readers involve straightforward sequences of events and everyday happenings, with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum.

The curriculum emphasises opportunities to build on and develop the children's sense of enjoyment and curiosity. Learning activities should include games, music and songs, movement and familiar routines that provide essential scaffolding and relevant contexts for language and cognitive development.

## Culture Content

In Band 1 students will recognise through storytelling, experience and play, ways that people are related to Country and to each other. They identify and participate in activities that show them ways to grow up healthy, happy and strong.

They will begin to explore how the natural environment provides food, water and medicine at different times of the year.

**Achievement Standard: Band 1 (Year2)****By the end of Year 2 students****Listening and Speaking**

- LSB1-2.1 Listen for particular purposes, including for information, descriptions of people, places, events and new ideas at school, in the community and out bush.
- LSB1-2.2 Listen for and manipulate sound combinations and rhythmic sound patterns.
- LSB1-2.3 Use everyday language features and topic-specific vocabulary when discussing their ideas and experiences including new ideas from curriculum learning areas.
- LSB1-2.4 Make short presentations on familiar topics.
- LSB1-2.5 Use a variety of strategies to engage in group and class discussions and make presentations.

**Reading and Viewing**

- RVB1-2.1 Read texts that contain varied sentence structures, some unfamiliar vocabulary, as well as lots of familiar words and images that provide extra information.
- RVB1-2.2 Explore how different kinds of texts have different purposes and how the structures and features of the text are used to describe characters and events or communicate factual information.
- RVB1-2.3 Use growing knowledge of sounds, letters, syllables, syntax, punctuation, semantics and context to monitor meaning and self-correct.
- RVB1-2.4 Use knowledge of a wide variety of letter-sound relationships and syllables to read words of two or more syllables with fluency.
- RVB1-2.5 In class discussions identify main text messages and the way the language is used to convey messages including exploring literal and implied meaning, and additional information in pictures.

**Representing and Writing**

- RWB1-2.1 Create texts that use images, designs or symbols that support the meaning of the text.
- RWB1-2.2 Use their own experiences, imagination and information they have learnt to create texts.
- RWB1-2.3 Spell accurately words they see and write a lot and use sounds and syllables to write less familiar words.
- RWB1-2.4 Use punctuation accurately.
- RWB1-2.5 Write words and sentences clearly using unjoined upper and lower case letters.

# BAND ONE YEAR 2 CONTENT DESCRIPTION

## Country/Land

- Experience visits on Country as enjoyable and interesting ways to learn.
- Identify different features of the environment and explore ways to talk about location and directions.
- Identify their own clan totems, Dreamings, songs, stories, body designs and dances.
- Retell stories of the past after listening to stories and viewing photos of the old days.

## People/Kinship

- Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.
- Talk about and tell stories about their extended family and clan as they experience them.
- Identify experiences that help them to grow up strong happy and healthy.
- Talk in simple words about their feelings, about good health and ways to stay happy and healthy.

## Natural Environment

- Identify signs and features that indicate where common bush foods are found.
- Notice and identify signs that show the passing of time.
- Explore different kinds of water.
- Talk about and describe sources of water and how people read the signs to know where they are.
- Observe ways that people store and carry water.
- Name places where water is found and participate in recording the location on a class map.
- Observe and explore examples of traditional tools and artefacts.
- Identify plants that can be prepared and used as bush medicine.
- Identify ways to care for country.

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>Listen actively to Elders, teachers, familiar adults and classmates when learning, and talk about their learning using connected ideas with correct language and a growing topic-specific vocabulary.</li> <li>Use every day language and topic-specific language to talk about their understanding of new ideas and concepts across curriculum areas.</li> <li>Hear and talk about some of the differences in the way people talk.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view texts that contain varied sentence structures, a significant number of familiar, high frequency words and some unfamiliar vocabulary, with images that provide additional information.</li> <li>Participate in group reading and viewing of a range of text types for enjoyment and for information.</li> </ul>	<ul style="list-style-type: none"> <li>Create short, imaginative, informative and persuasive texts, using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multi-modal elements appropriate to the audience and purpose.</li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>Talk, and understand when others talk, using several connected ideas with correct grammar and a growing vocabulary.</li> <li>Understand and use hand signs correctly and at the right time and place.</li> <li>Listen for and manipulate sound combinations, sound patterns and intonation ('tunes') of sentences.</li> <li>Understand that there are many different ways of communicating when they speak.</li> <li>Talk about the choices people make when they speak.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about words and phrases that they see and hear in texts, and how they contribute to the story.</li> <li>Apply knowledge of sounds and letters to longer words and different sound patterns.</li> <li>Explore how different kinds of texts have different purposes and how the structures and features of the text help the purpose.</li> <li>Talk about word meanings.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make conscious choices of vocabulary and sentence type to add meaning and interest to their writing.</li> <li>Write all letters (including single letters, digraphs and diacritics) correctly, and represent all sounds in short words correctly, and some sounds for most syllables in longer words.</li> <li>Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to write new words.</li> <li>Begin to select the type of text structure appropriate to the context, purpose and audience, with support.</li> <li>Talk about basic language features in their writing, including text types, organisational features, word meanings and the function of words in sentences, with support.</li> </ul>



## LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>LEARNING STRATEGIES</b>	<ul style="list-style-type: none"> <li>• Use appropriate interaction skills to listen and respond to others.</li> <li>• Use listening and speaking strategies for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some developing reading strategies to predict and confirm the meaning in written and visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use strategies to plan content and organisation before creating written and visual texts, and to check afterwards for meaning, interest, spelling, punctuation and structure.</li> <li>• Write legibly and with growing fluency using unjoined upper case and lower case letters.</li> <li>• Actively participate in shared writing activities, eg making class books, charts and stories.</li> </ul>



# BAND ONE YEAR 2 CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening and Speaking

Listen actively to Elders, teachers, familiar adults and classmates when learning, and talk about their learning.

- preparing and presenting short oral presentations for different audiences, using everyday language and topic-specific vocabulary, eg:
  - recounting an experience
  - giving information or explanations
  - explaining a picture or story including who it is about, what is happening, where it is, why it might be happening
  - talking about something they like such as food, characters in stories and films, games and activities (swimming, football, running) and why they like these things
- talking about what they think, eg to solve a problem in Maths, what they agree and disagree with, what they like and dislike
- sharing their thinking when talking about a topic or idea in class
- listening and talking actively and appropriately in pair work, small group work and whole class activities
- talking about things that have happened, are going to happen or might happen in school, in the community and on Country

#### Reading and Viewing

Read and view texts that contain varied sentence structures, a significant number of familiar, high frequency words and some unfamiliar vocabulary, with images that provide additional information.

- read class-made texts from learning areas, eg maths, science, HASS, health and physical education
- read joint texts negotiated with the teacher and/or classmates
- read beginning readers with some longer sentences and new words

Participate in group reading and viewing of a range of text types for enjoyment and for information.

- reading and responding to a range of text types eg:
  - reading or viewing narratives (stories) and discuss characters (who?), setting (where? when?), how did it begin, what happened, how did it end
  - providing a simple, correctly-sequenced retelling of narrative texts
  - reading or viewing simple factual texts, such as life stories, information, eg a topic from Culture, Science, HASS, Health
  - creating a group story map of a narrative or life story, eg a timeline, sequenced storyboard, simple map of places mentioned
- listening for main ideas and other details in texts read aloud or viewed
- brainstorming what they already know about a topic before reading/viewing a text
- comparing texts read or viewed with own experiences and ideas, and previous learning
- discussing different texts on similar topics and identify similarities and differences between the texts
- reading texts in school or community environment, eg classroom or street names, notices, lists, posters, signs
- reading and interpreting simple charts and diagrams such as timelines, family trees, classification charts, simple maps
- viewing photos, videos, books, youtube videos, etc, to find information about a class topic
- talking about ownership of stories
- talking about who might read a particular text and why

#### Representing and Writing

Create short, imaginative (made up), informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose.

- creating texts with several connected sentences, eg:
  - recount several events at the weekend, on an excursion,
  - report on a process with several steps in science or culture
  - describe key facts and events about a topic in a learning area (eg HASS, science, culture)
  - explain how parts of the body work and how to keep healthy
  - choose own topic and write about it
- drawing pictures, diagrams and other visual elements to add meaning and interest to their written texts
- participating in creating group negotiated texts, eg
  - plays of familiar stories or situations
  - new versions of familiar songs, stories, etc (eg write a different ending, change the characters (people, animals) or setting (place, time))
- writing for self, for reading or presenting to class, for publication and display, eg in school newsletter, library, front office, at the shop

# COMMUNICATION

## Listening and Speaking

## Reading and Viewing

## Representing and Writing

Interacting

Use everyday language and topic specific language to talk about their understanding of new ideas and concepts across curriculum areas.

- listening for particular purposes across different curriculum areas
- using everyday language and topic-specific vocabulary when discussing their ideas and experiences

Language variation

Hear and talk about some of the differences in the way people talk.

- noticing by listening carefully when they hear different languages spoken in the community; and talking about who speaks these, when and why

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

Talk, and understand when others talk, using several connected ideas with correct grammar and a growing vocabulary.

- saying most sounds and intonation correctly
- using new language related to topics learned in different curriculum areas, eg to talk about and describe:
  - size                      - kin
  - colour                   - local environment
  - shape                    - science topics
  - position                 - HASS topics
- using a growing number of describing words
- using simple linking words when they talk (and, but, then)
- using many pronouns correctly when they talk (he, they, we, you)
- talking about connected ideas in class with correct grammar
- talking in sentences using correct grammar eg:
  - basic statements (I am going to the shop. It is hot. The dog is hungry)
  - questions (What is he doing? Where is she going? How did this happen?)
  - commands (Come here! Go away! Stop!)
  - calling out: (Great! Hey! *Yakayi!*)
- use many word endings (suffixes) correctly and beginnings (prefixes), as they are used in the language, eg:
  - number – *marlajarra* (two girls), *malikijarra* (two dogs) [Warlpiri]
  - person
  - case marking
- use verb tenses correctly
  - past tense (He went swimming. The dog ate my food.)
  - present tense (I am sitting. I like oranges.)
  - future tense (I will be going home.)
- say no/not with nouns and verbs correctly

Understand and use hand signs correctly and at the right time and place

- Uses a growing number of hand signs
- Understands when hand signs can be used appropriately

### Reading and Viewing

Talk about words and phrases that they see and hear in texts, and how these contribute to the story.

- identifying some words that are different from the words they use everyday, such as hard words when they say an easy word
- exploring how language is used to present information about characters, setting, actions
- identifying and discussing noun groups and/or verb groups and what they contribute to the text (eg monster; big hairy monster)
- identify words or parts of words (eg suffixes) that give information about who did something and what they did it to
- complete cloze activities for different kinds of words from a shared book or jointly negotiated text (eg nouns, verbs, words saying where or when)

### Representing and Writing

Begin to make conscious choices of vocabulary and sentence type to add meaning and interest to their writing.

- using appropriate ways to express and combine ideas as appropriate to the language (eg join sentences with words such as: because, but, after, that)
- using vocabulary, including subject specific vocabulary, appropriate to text type and purpose
- experimenting with new words they have learned in their writing
- including in their writing ways to describe or give more information about places, people, actions (eg a big kangaroo, running very fast)

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

Listen for and manipulate sound combinations, sound patterns and intonation ('tunes') of sentences.

- manipulating phonemes in spoken words by adding, deleting and substituting initial, medial and final phonemes
  - blending and segmenting sounds in words
  - deleting and substituting sounds in spoken words to form new words
- talking about sound patterns in words
- understanding there are different intonation patterns for different kinds of utterances, eg statements, questions, commands and that these are linked with different punctuation marks
- knowing the names of basic punctuation marks
- chanting/saying the alphabet in order, with support

### Reading and Viewing

Apply knowledge of sounds and letters to longer words and different sound patterns.

- Sounding out words with closed syllables (CVC), consonant clusters (eg rrp, lk)
- Sounding out longer words by breaking them into syllables and sound patterns, and blending them together again

### Representing and Writing

Write all letters (including single letters, digraphs and diacritics) correctly, and represent all sounds in short words correctly, and some sounds for most syllables in longer words.

- writing short words by representing all sounds with the appropriate letters
- segmenting longer words into syllables, identifying the sounds in each syllable and representing the sounds with appropriate letters/digraphs
- using knowledge of familiar words, word families and sound patterns to spell new words (eg sound patterns: bulu to buku or buju or butju or buyu or to bolu or bala or bili [Yolju])

**Manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to write new words.**

- orally manipulating more complex sounds in spoken words through blending and segmenting sounds

Understand that there are many different ways of communicating when they speak.

- identifying some of the features of spoken stories:
  - What it is about? (main messages)
  - Who is in the story? (animals, people)
  - Where does it take place?
- understanding that songs, dance and music and associated visual designs and painting carry messages

Explore how different kinds of texts have different purposes and how the structures and features of the text helps the purpose.

- identifying and interpreting punctuation such as capital letters for place names, commas (breathing marks)
- recognising and using features of screen texts, eg menu buttons, drop down menus, up or down and next page or page before arrows
- exploring different kinds of texts and discussing their purposes (eg to entertain [for fun], to inform, to persuade)
- exploring and comparing the structures and features of texts with different purposes

Begin to select the type of text structure appropriate to the context, purpose and audience, with support.

- talking with the teacher or classmates before writing about the purpose of the text (eg is it to entertain (for fun), to inform, to persuade, etc?)
- using some basic features of text organization to help readers access the text, eg title, numbered points
- sequencing content according to text structure
- using basic punctuation appropriate to the type of word or sentence, eg capital letters, full stops, commas, question marks

Talking about sounds and letters

How texts work

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

Talk about the choices people make when they speak.

- noticing the way that they listen and respond to Elders compared to the way they might talk to their classmates
- exploring meanings of words and language expressions with teachers and classmates
- noticing that words can have more than one meaning; making class charts of simple word definitions
- beginning to play with humour through jokes, riddles and word plays
- understanding what language and hand signs are connected with, showing different kinds of behaviour eg respect and teasing

### Reading and Viewing

Talk about word meaning.

- identifying:
  - words with more than one meaning
  - different words with the same meaning
  - words with opposite meanings
  - words and phrases that don't mean exactly what the words say (eg 'become/turn into stomach' meaning 'worry about, feel sorry for', 'bite ear' meaning 'teach, correct someone')

### Representing and Writing

Talk about basic language features in their writing including text types, organisational features, word meanings and the function of words in sentences, with support.

- identifying organisational features such as title, numbered steps in a procedure
- identifying the name and purpose of punctuation such as commas and question marks
- continuing to use words that describe parts of a text for
  - written texts (words, endings, beginnings, sentences, a page, full stops, question marks)
  - visual texts

Talking about language

## LEARNING STRATEGIES

Learning how to learn

### Listening and Speaking

Use appropriate interaction skills to listen and respond to others.

- interacting in pair, group and class discussions taking turns when responding
- listening to others when taking part in conversation.
- using different ways of talking and listening appropriate to the activity, eg sitting and listening to a story.
- listening and speaking in ways that show respect for Elders and teachers
- sitting and listening closely

Use listening and speaking strategies for learning.

- listening for and follow instructions
- speaking about what is connected to what is being learned
- asking for more information if they do not understand what someone has said
- joining in learning by telling what they know to share this with others
- joining in discussions saying what they agree or disagree with
- talking about connections between their real life experiences and what is being learnt

### Reading and Viewing

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

- trying to understand new words, using phonics knowledge, context, connections with known words
- practising reading syllables, words and beginning readers, so they get quicker at recognising words
- repeating words and phrases when reading to ensure their own understanding
- using own experiences and knowledge learned in class to make and confirm predictions when reading or viewing texts
- thinking about reading tasks before reading, eg
  - What is the text about?
  - What kind of reading is it? (eg for fun, for information)
  - Why am I reading this?
- keeping a journal (written, picture, audio, video) to record texts they read or view, and noting if they like or dislike them
- using alphabetical order, eg putting new words from texts in a personal journal, finding short simple words in a dictionary

### Representing and Writing

Begin to use strategies to plan content and organization before creating written and visual texts, and to check afterwards for meaning, interest, spelling, punctuation and structure.

- learn how to plan written and visual texts so that listeners and readers can follow the sequence of ideas or events
- Re-read and edit text for spelling, sentence-boundary punctuation and text structure
- re-read their work and add, delete or change words or sentences to improve meaning or make it more interesting, for example replacing an everyday word with a special word in their texts
- Read their own writing aloud and answer questions about it.
- Use bush trips, the environment, oral activities and personal experiences as stimuli for their own writing
- Plan how to record some of their own ideas.
- Use knowledge of letter patterns to write high-frequency and attempt new words
- Use strategies to help spell longer words correctly e.g. name cards, syllable charts, knowledge of place names, high frequency words.

Write legibly and with growing fluency using unjoined upper case and lower case letters.

- using correct pencil grip and posture (sitting well)
- writing sentences legibly and fluently using unjoined print script of consistent size

Actively participate in shared writing activities making class books, charts and stories.

- Find words around the room needed in own writing
- Build morphemic word families using knowledge of prefixes and suffixes

# BAND TWO YEARS 3 AND 4 OVERVIEW

## Band Level Description

Students learning in Band 2 – Years 3 and 4 will be consolidating their literacy in their first language, and becoming stronger communicators in English, in both listening and speaking. They will begin to read and write in English as well as their first language, depending on the bilingual model the school has chosen.

Students will continue to develop their vocabulary and grammar in their first language through listening and responding to strong language as used by older people and engaging with real life, meaningful activities. They follow instructions, exchange information and express ideas related to their learning in different curriculum areas.

They will continue to apply their understandings of reading and writing to their own language through interaction with a wide range of spoken, written, visual and multi-modal texts including hand signs.

Literary texts that support and extend students in Years 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts include content of increasing complexity and technicality about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that support and extend the printed text.

Students will plan, draft and publish imaginative, informative and persuasive texts that contain key information and supporting details for a widening range of audiences, thereby demonstrating their increasing control over text structures and language features.

## Culture Content

In Band 2 the content and learning supports students to elaborate on what they have recognised and identified in Band 1. Students will continue to learn cultural content as appropriate to the community and school program. They describe their relationships to Country and each other through kinship and ceremony. They describe practices that help them to grow up strong, describe traditional ways to source and prepare food, water and medicine at different times of the year and talk about ways people care for their Country.

## Achievement Standard: Band 2 (Year 3)

### By the end of Year 3 students

#### Listening and Speaking

- LSB2-3.1 Listen to and talk to Elders, classmates, and teachers in the right way when learning about new ideas and concepts out bush, in class, and in the community.
- LSB2-3.2 Listen to others' views and respond appropriately using interaction skills.
- LSB2-3.3 Use language to express feelings and opinions on topics.
- LSB2-3.4 Talk about their understanding of new ideas and concepts across learning areas.
- LSB2-3.5 Notice how content is organised using different spoken or sung text structures depending on the purpose of a conversation, story, song, speech or other oral interaction.
- LSB2-3.6 Contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations, including presenting multimodal texts.

#### Reading and Viewing

- RVB2-3.1 Read texts with varied sentence structures, a range of punctuation conventions, as well as images that provide extra information.
- RVB2-3.2 Use sound/letter, syllable and word knowledge to fluently read more complex words.
- RVB2-3.3 Explore and identify literal and implied meaning, and connect ideas in different parts of a text to develop and demonstrate comprehension.
- RVB2-3.4 Select information, ideas and events in texts that relate to their own lives and to other texts to compare and form opinions.

#### Representing and Writing

- RWB2-3.1 Create a range of texts for familiar and unfamiliar audiences containing three or more connected ideas
- RWB2-3.3 Use correct grammar, vocabulary and punctuation to convey the purpose and background context of their writing.
- RWB2-3.4 Spell accurately using knowledge of letter-sound relationships including consonant clusters, syllables and known words.
- RWB2-3.5 Write using joined letters that are accurately formed and consistent in size.
- RWB2-3.6 Re-read and edit their writing, checking their work for appropriate punctuation and spelling, vocabulary, structure and meaning.

## Achievement Standard: Band 2 (Year 4)

### By the end of Year 4 students

#### Listening and Speaking

- LSB2-4.1 Make presentations and contribute actively to class and group discussions, varying language depending on the topic, audience and where they are.
- LSB2-4.2 Explain how language features, images, and vocabulary are used to engage the interest of audiences of different ages, background language and cultural knowledge.
- LSB2-4.3 Listen for and share key points in discussions.

#### Reading and Viewing

- RVB2-4.1 Read fluently a range of longer written, visual and multimodal texts that include varied sentence structures, some unfamiliar vocabulary, and including words of many syllables.
- RVB2-4.2 Express preferences for particular types of texts, and respond to others' viewpoints.
- RVB2-4.3 Describe literal and implied meaning, connecting ideas in different texts.

#### Representing and Writing

- RWB2-4.1 Create extended texts of up to one page that:
- Show understanding of how images and detail can be used to extend key ideas
  - Use words and grammatical features to link ideas and add detail to sentences
  - Make use of paragraphs where appropriate
- RWB2-4.2 Create structured texts to explain ideas for different audiences such as own class members, other class, families, younger children, community.
- RWB2-4.3 Select vocabulary from a range of resources to suit text purpose including language specialised to the topic.
- RWB2-4.4 Use grammar correctly in their writing and presentations.
- RWB2-4.5 Use accurate spelling and punctuation in their writing.
- RWB2-4.6 Re-read and edit their work to improve meaning.

# BAND TWO YEARS 3 AND 4 CONTENT DESCRIPTION

## Country/Land

- Describe how they relate to the Country they are on and other areas of Country they visit.
- Understand the rules and proper ways to behave on and treat Country.
- Start to feel their connection to country.
- Participate in traditional dancing, singing, music and storytelling.
- Listen to and view oral histories, photos and stories; and describe family life in the past and family life now.

## People/Kinship

- Understand kinship and Country and begin to feel their connections over time to their ancestors.
- Learn ways to look after themselves and each other.
- Talk about feelings in ways that are safe and 'right'.

## Natural Environment

- Describe how natural environments provide food, water, tools and medicine for life.
- Describe different ways of measuring the passing of time.
- Explore the life cycles of animals.
- Listen to and explain how traditional stories talk about the seasons, day/night, and moon/stars and teach people how to live on country.
- Listen to stories and describe the impact of non-Aboriginal settlers and the establishment of larger settlements/ communities on water sources.
- Explain how to find and collect water.
- Investigate and describe traditional technologies.
- Identify a greater range of bush medicines and how to find them.
- Describe ways to care for Country.

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>COMMUNICATING</b>	<ul style="list-style-type: none"> <li>Listen to and talk to Elders, classmates, and teachers when learning out bush, in class and in the community in the right way.</li> <li>Talk about their understanding of new ideas and concepts across curriculum areas.</li> <li>Change their speech depending on what they are talking about, who they are talking to and where they are.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view, with understanding, a range of written and visual texts about familiar or class topics, using varied sentence and text structures, some unfamiliar vocabulary and images that provide extra information.</li> <li>Notice the differences between the way a story is represented in a book or painting.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Write different types of texts containing three or more connected ideas on familiar topics, and considering audience and purpose.</li> <li>Plan and deliver short written and visual presentations, providing some key details in logical sequence.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Create a range of written, visual and multimodal texts of at least one page:                             <ul style="list-style-type: none"> <li>- using paragraphs</li> <li>- including key information and supporting details</li> <li>- using text structures and language features that consider audience and purpose.</li> </ul> </li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>Understand and use more complex language, including correct grammar and a range of vocabulary for different topics.</li> <li>Understand and use hand signs correctly and at the right time, with the right people.</li> <li>Listen for and manipulate less common sound patterns.</li> <li>Know the names of punctuation marks and the connection between them and the intonation (speech rhythms) associated with them.</li> <li>Say the letters of the alphabet fluently.</li> <li>Discuss the way that sounds and letters match and don't match in English and the students' first language.</li> </ul>	<ul style="list-style-type: none"> <li>Read texts that include varied sentence structures, more complex grammar, and a rich vocabulary, including some unfamiliar words, and a range of punctuation.</li> <li>Use knowledge of letter-sound relationships and word knowledge to fluently read more complex words.</li> <li>Recognise and use organisational features of texts to gain meaning.</li> <li>Understand that texts have different text structures depending on purpose and context.</li> <li>Identify different parts of speech and the role they play in a sentence.</li> <li>Identify borrowed words.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Use structures and features appropriate to texts that are organised into paragraphs.</li> <li>Continue to develop accurate grammar and a broad range of vocabulary related to topics from culture or themes.</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Select vocabulary, grammar features and sentence types appropriate to the audience and purpose of the text.</li> <li>Understand what makes a sentence or other clause-like element in the grammar.</li> </ul>

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>• Reflect in their speech the structures of stories and other oral texts.</li> <li>• Talk about some features of texts.</li> <li>• Identify borrowed words.</li> </ul>		<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge of letter-sound relationships, syllables and blending and segmenting to fluently write multisyllabic words with more complex letter patterns.</li> <li>• Create different types of narrative, information and persuasive texts, demonstrating increasing control of text structures to organise content and express meaning.</li> <li>• Identify the features of online texts that make it easier to move around.</li> <li>• Use grammatical terms to discuss their own and other people’s texts, eg discuss the structure of complex sentences.</li> </ul>
<b>LEARNING HOW TO LEARN</b>	<ul style="list-style-type: none"> <li>• use listening and speaking strategies to support their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some text processing strategies to make meaning from an increasing range of different kinds of written, visual and multi-modal texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use some strategies to plan, draft and review their written and visual texts.</li> </ul>

# BAND TWO YEARS 3 AND 4 CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening and Speaking

Listen to and talk to Elders, classmates, and teachers in the right way when learning out bush, in class and in the community.

- listening closely to speakers and respond to their questions, information, ideas and suggestions they are making
- making comments to talk about and extend the ideas they have heard
- talking and perform in front of others without shame
- answering questions
- giving a short prepared talk
- taking a role in a short play or role play
- retelling a story read or told to them or something that has happened to them
- providing details when talking about things
- expressing preferences for particular texts or ideas and responding to others' viewpoints
- making presentations and contributing actively to class and group discussions, varying language according to context
- listening to models of different ways of talking

**Talk about their understanding of new ideas and concepts across curriculum areas.**

- selecting and organising information to make presentations about what they have learnt in Australian Curriculum Learning Areas.
- contributing actively to class and group discussions, asking questions and providing useful feedback

#### Reading and Viewing

Read and view with understanding a range of written and visual texts about familiar or class topics, using varied sentence and text structures, some unfamiliar vocabulary and images that provide extra information.

- reading and viewing a range of texts, eg narratives, instructions, information texts, life stories, cartoons, warning signs
- reading texts incorporating charts, maps, flow charts, diagrams, etc, and linking words with images
- identifying and sharing main ideas and details in texts in all learning areas
- identifying and discussing information, ideas and events in texts that relate to their own lives and to other texts
- expressing preferences for particular types of texts (eg scary or funny stories, life stories, texts about a particular topic), and responding to others' viewpoints
- expressing opinions or reactions to texts they read and view, eg:
  - I liked \_\_\_ because \_\_\_.
  - I thought \_\_\_ was funny/sad because \_\_\_.
- understanding how language can be used to express feelings and opinions on topics
- identifying the point of view of the main character in a text (eg a person telling a story about something that happened to them); and discussing the point of view of other characters
- reading texts quietly (sustained silent reading)

#### Representing and Writing

##### Year 3

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

- composing written texts containing a few related ideas in sequence, eg:
  - procedural texts, eg how to prepare bush medicines
  - short narratives, eg stories about Country, fictional stories
  - short factual texts, eg an explanation of how bush foods grow
  - descriptions, eg of body paintings
  - students' names, kinships charts, maps of country
- contributing to and participating in group constructions of texts with Elders or teachers
- saying why they are writing and who for

**Plan and deliver short, written and visual presentations, providing some key details in logical sequence.**

- drawing on relevant research into a topic to prepare an oral or multi-modal presentation, using devices such as storyboards to plan the sequence of ideas and information

# COMMUNICATION

## Listening and Speaking

## Reading and Viewing

## Representing and Writing

Interacting

### Year 4

Create a range of written, visual and multimodal texts of at least one page, using paragraphs, and including key information and supporting details; demonstrate increasing control over text structures and language features, considering audience and purpose.

- creating texts that explore students' own experiences, imagination and learning across the curriculum
  - recounts sequencing several detailed aspects of an event
  - reports and descriptions containing several items of information
  - detailed and logically sequenced procedures
  - opinions supported by reasons
  - scripts with dialogue
  - short, written and visual presentations, planned and delivered, providing some key details in logical sequence, eg PowerPoint presentations, posters
- experimenting with changing some aspects of familiar texts, eg the time or place of the setting, changing or adding characters, or giving an alternative point of view
- Collaboratively planning, composing, sequencing and preparing texts based on familiar storylines, using multi-modal elements to add to readers'/viewers' experience of setting, characters and key ideas

Language variation

Change their speech depending on what they are talking about, who they are talking to and where they are.

- discussing differences in the way that language is used in different situations, eg:
  - talking to a brother or cousin
  - talking to an Elder
  - participating in a ceremony
  - talking in a big group
  - talking to babies
  - talking in class and other school activities
  - talking with English speakers like their teachers

Notice the differences between the ways a story is represented in different forms, eg in a book or painting.

- reading and viewing the same story in different forms – written forms, painting, maps, cartoons

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

Understand and use more complex language including correct grammar and a range of vocabulary for different topics.

- hearing and saying all sounds correctly
- Identifying technical language belonging to specific topics, eg a bag/basket for everyday use vs a bag/basket used for holding cycads
- using words for 'this' and 'that' correctly
- using most pronouns correctly, eg: singular, dual, plural, first person (inclusive and exclusive), second person, third person, nominative, accusative and possessive
- using more complex verb forms and tenses, eg:
  - *djarryun, djarryuwan, djarryuwarra, djarryu, djarryuwa* (stretch) [Wangurri]
  - (English: stretch, stretched, used to stretch, will stretch, stretch!)
- linking ideas in different ways, eg: after that, soon, because, it
- using grammar correctly for:
  - number
  - person
  - case on nouns referring to the same thing, eg: to the beach, at the beach, from the beach
  - bound pronouns with free nouns or pronouns
- understanding, using and explaining:
  - words that have the same meaning
  - words that have opposite meaning
  - words that have more than one meaning
- recognising some words and structures from older people's language
- understanding and using some specialised language when talking about kinship, country, the natural environment and other learning areas
- using picture language (similes and comparison), eg:
  - that rock is like a woman sitting
  - the tree is bigger than a house
  - she is as sick as a dog
  - they are fighting like cats and dogs
  - he ran as fast as lightning

### Reading and Viewing

Read texts that include varied sentence structures, more complex grammar, a rich vocabulary including some unfamiliar words, and a range of punctuation.

- increasing and developing vocabulary across a range of topics and text types, eg:
  - identify technical language belonging to specific topics, eg A bag/basket for everyday use vs a bag/basket used for holding cycads
  - identify and discuss different kinds of action words in texts, eg doing, feeling, thinking, saying
  - identify and discuss words and word groups that describe place and time (setting), people or animals (characters), and atmosphere
- identifying and understanding some of the language features that are used to link and sequence ideas in a text
- reading a text aloud, using appropriate intonation following punctuation, eg. quoted speech

### Representing and Writing

#### Year 3

Use structures and features appropriate to texts that are organised into paragraphs.

- connecting ideas in writing in a variety of ways
- using vocabulary appropriate to the topic/subject matter
- using punctuation for words, sentences and paragraphs
- understanding that verbs, sometimes working with other words, place events in time, eg present, past and future; and begin to write, using these appropriately
- identifying different types of verbs and the way they add meaning to a sentence

Continue to develop accurate grammar and a broad range of vocabulary related to topics from culture/themes.

- participating in writing group texts, with the teacher acting as scribe
- discussing the choice of words that would be most suitable for the purpose
- suggesting words and sentences for the teacher to write, retelling stories they have heard and things that have happened at home or in the community, out bush or about a theme from the culture program

#### Year 4

Select vocabulary, grammar features and sentence types appropriate to the audience and purpose of the text.

- Use technical vocabulary belonging to the curriculum or culture topic
- Begin to include direct speech for some characters or sources of information, using appropriate grammar features for the direct speech and text around it.
- Draw on a growing vocabulary and grammar to express:
  - Different kinds of action (eg doing, feeling, thinking, saying)
  - Rich descriptions of place and time (setting), people or animals (characters), and atmosphere
- Use a range of language features to link and sequence ideas in a text

## LANGUAGE STRUCTURES AND FEATURES

Developing strong language

Talking about sounds and letters

### Listening and Speaking

- understanding and using ways of describing things
  - understanding and using complex sentence structures
- Understand and use hand signs correctly and at the right time, with the right people.**
- understanding and using hand signs where appropriate during hunting and sorry business

#### Listen for and manipulate less common sound patterns

- identifying consonant clusters e.g. |k at the end of dju|k in Yolŋu languages
- identifying those associated with any spelling rules e.g. use of b d ḁ dh dj g after m n ṅ nh ny ŋ in the middle of words in Yolŋu languages

#### Know the names of punctuation marks and the connection between them and intonation in speech.

#### Saying the letters of the alphabet fluently

- using letter sounds
- using letter names
- knowing the number of letters in the alphabet

#### Discuss the way that sounds and letters match and don't match in English and the students' first language.

- beginning to understand that the ways sounds and letters match in English is not as regular as in their language
- talking about the ways the match between letters and sounds in English is different to their language, eg:
  - that the same letter might represent different sounds in each language
  - that some letters are used only in their language and others are only used in English
  - that one sound in English can be written in different ways

### Reading and Viewing

#### Use knowledge of letter-sound relationships and word knowledge to fluently read more complex words.

- recognising and interpreting spelling conventions (eg the letters rnd representing the sounds /rn rd/)
- decoding multisyllabic (long) words

### Representing and Writing

#### Understand what makes a sentence or other clause-like element in the grammar.

- using complex sentences with clauses that tell: what is happening; what state is being described; who or what is involved; and the setting (when and where) to provide more detail in their writing
- demonstrating how to use verbs in ways that place events in time, e.g. present, past and future
- identifying different types of verbs and the way they add meaning to a sentence

#### Apply knowledge of letter-sound relationships, syllables and blending and segmenting to fluently write multisyllabic words with more complex letter patterns.

- identifying and using spelling conventions to write groups of sounds (eg the letters rnd representing the sounds /rn rd/, use of b d ḁ dh dj g after m n ṅ nh ny ŋ in the middle of words in Yolŋu languages)
- reading and writing more complex words
- discussing which sounds come together in a word and how this affects spelling rules

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

**Reflect in their speech the structures of stories and other oral texts.**

- understanding how language features, images and vocabulary choices are used for different effects.
- understanding how content can be organised using different oral text structures, depending on the purpose of a text
- understanding oral texts have different structures, depending on purpose and audience

**Talk about some language features of texts.**

- explaining how language features, images and vocabulary are used to engage the interest of audiences
- describing how ideas are connected in a text, either because they are linked to words in the text, or because even without direct words a meaning is understood, e.g. from how the language is used or shared cultural knowledge

### Reading and Viewing

**Recognise and use organisational features of texts to gain meaning.**

- finding words in a dictionary according to alphabetical order or topic
- recognising and interpreting a wide range of punctuation, including talking (quotation) marks, exclamation marks, etc.
- recognising the main organisational features of written texts such as how ideas are ordered and highlighted, eg:
  - headings/titles
  - sub-headings
  - list of contents
  - paragraphs and how they are organised

**Understand that texts have different text structures depending on purpose and context.**

- discussing how texts with different purposes have different grammar features, text structures and layout, eg narratives, information texts, warning signs, etc,
- discussing the kinds of language that are used in different kinds of texts.
- identifying and explaining how language features, images and vocabulary are used to engage the interest of audiences

### Representing and Writing

**Create different types of narrative, information and persuasive texts, demonstrating increasing control of text structures to organise content and express meaning.**

- using paragraphs to organise ideas in longer texts
- experimenting with the use of quotation marks (talking marks) and exclamation marks, to add dialogue (talking), points of view and feeling to texts

**Identify the features of online texts that make it easier to move around.**

- becoming familiar with the typical features of online texts, for example navigation bars and buttons, hyperlinks and sitemaps

**Identify borrowed words in the language.**

- identifying loan words from English and other Indigenous and non-Indigenous languages, such as:
  - mutukayi [Warlpiri] from motor car in English
  - lupalipa (canoe) [Yolŋu languages] from Macassan
  - butjikit [Yolŋu] from pussy cat in English

**Identify different parts of speech and the role they play in a sentence.**

- identifying nouns, pronouns, describing words, demonstratives, and verbs, and their role in texts
- showing some understanding of the classification of words within parts of speech, eg:
  - gender (male/female) or human/non-human in nouns
  - different kinds of verb (transitive/intransitive, conjugations)
- talking about how the language shows possession, eg part of or belonging to and the ways of expressing it
- discussing agreement in case, person and/or number across noun groups, verb groups and sentences, and how it helps a reader understand a text
- discussing the structure of complex sentences

**Use grammatical terms to discuss their own and other people's texts, eg discuss the structure of complex sentences.**

- identifying nouns, pronouns, describing words, demonstratives, and verbs, and their role in texts
- showing some understanding of the classification of words within parts of speech eg:
  - gender (male/female) or human/non-human in nouns
  - different kinds of verb (transitive/intransitive, conjugations)
- talking about how the language shows possession, eg part of or belonging to and the ways of expressing it
- discussing agreement in case, person and/or number across noun groups, verb groups and sentences and how it helps a reader understand a text
- discussing the structure of complex sentences

How texts work

Talking about language

## LEARNING STRATEGIES

Learning how to learn

### Listening and Speaking

Use listening and speaking strategies to support their own learning.

- listening actively so they can select information, ideas and events in texts and talk about how these relate to their own lives and to other texts
- listening to others' views and respond appropriately
- listening for key points in discussions
- understanding how to express an opinion based on information in a text
- taking turns and asking questions when learning in the classroom
- selecting and organising ideas before giving a talk
- asking for explanations if they don't understand
- explaining how they will do a task before they do it
- beginning to have a go at using new words or speaking in new situations
- being aware of the role of different languages in their learning, eg
  - using their own language to help them understand across curriculum areas and English
  - beginning to use English for learning
  - using their own language to strengthen their identity and knowledge of their own culture

### Reading and Viewing

Use some text processing strategies to make meaning from an increasing range of different kinds of written, visual and multi-modal texts.

- using decoding skills and strategies to read new words (eg break words into syllables or meaning parts, such as word + suffix or prefix + word)
- practising reading high frequency words, phrases and parts of words to increase fluency
- asking teachers, family members and Elders about unknown words and phrases
- predicting, rereading, self-correcting and reading on when reading, to make meaning
- using comprehension strategies such as:
  - asking and answering questions about the text, drawing on what they already know about the topic
  - identifying and recording the important ideas, events or details in a text, eg on a mind map, chart
  - talking about what they have learned from texts they read or view, and what they still want to know
  - discussing literal meaning (what do the words say?) and inferred or implied meaning (what does the message mean? Is there some information that the words don't say, but we can understand or guess from what we know?), thinking about what they already know about the topic and what they think a character would do, feel or think
  - making connections between information in print (words) and images (pictures)
- thinking about reading tasks before reading, eg
  - What is the text about?
  - What kind of reading is it (eg for fun, for information)
  - Why am I reading this?
- keeping a journal to record and comment on texts read or viewed

### Representing and Writing

Use some strategies to plan, draft and review their written and visual texts.

- gathering information about a topic from sources, including printed texts, family, Elders, online sources such as LAAL, CALL Collection, AIATSIS, Community Stories, language centre resources
- planning and discussing ideas using brainstorming, key ideas
- selecting appropriate text structure for the purpose and audience
- using simple visual ways of organising ideas, eg story maps, timelines to record before creating a text
- discussing the texts to be produced and effective ways of expressing their ideas
- re-reading and editing texts for meaning, appropriate structure, grammatical choices, punctuation and spelling
- adding, deleting or moving words or word groups to improve meaning and organisation
- writing well-formed joined letters that are a consistent size
- keep a journal that records their own learning

# BAND THREE YEARS 5 AND 6 OVERVIEW

## Band Level Description

Students learning Band 3 will be in Years 5 and 6. Learners at this level are using their first language for more and more purposes and in widening social groups, with peers and others outside the family and school. They should be reading and writing in both languages independently, responding to a range of experiences and resources by working together. They are able to choose correctly from a growing vocabulary and understanding of the grammar of the target language.

They will listen to a range of language from different sources including formal language used by Elders. They will have discussions and conversations with a wider range of people including older people and people outside the school. They listen to what others have to say, and engage in debate and discussions. They make oral presentations individually and in a group. These oral presentations are developed through researching and organising information, and structuring the presentation and selecting the right language for the audience.

In Band 3, students begin to interpret texts from English and other languages into their first language.

Culturally rich texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of characters and elaborated events. These texts explore themes of interpersonal relationships and ethical dilemmas within contemporary and traditional settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, more adult vocabulary, idiom and metaphor, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

## Culture Content

In Band 3 students continue to extend their descriptions to identify similarities and differences between traditional and modern ways of life and Aboriginal and non-Aboriginal ways. They recognise elements in both systems (eg families, understandings about land ownership) and identify the similarities and differences.

They will note the similarities in how people find and prepare food, water and medicine, how they understand the seasons and what growing up strong looks like in different places.

### Achievement Standard: Band 3 (Year 5)

#### By the end of Year 5 students

##### Listening and Speaking

- LSB3-5.1 Listen to a range of language from different sources including formal language used by elders, seeking clarification and asking questions as appropriate.
- LSB3-5.2 Speak confidently with others including older people and people outside the school in a variety of learning contexts.
- LSB3-5.3 Research and organise information to structure individual and group oral presentations, selecting the right language for the audience and using pictures or multimodal technology to support delivery.
- LSB3-5.4 Contribute actively to class and group discussions, taking into account other perspectives.

##### Reading and Viewing

- RVB3-5.1 Develop and explain a point of view about a text, selecting information, ideas and images from a range of resources.
- RVB3-5.2 Understand and explain how language features, images and vocabulary influence interpretation of characters, settings and events.
- RVB3-5.3 Use sound, letter, syllable, grammatical and contextual knowledge to decode unfamiliar words that they encounter in reading.
- RVB3-5.4 Explain how text structures assist in understanding the text.
- RVB3-5.5 Analyse and explain literal and implied information from a variety of texts.
- RVB3-5.6 Describe how events, characters and settings in texts are shown and explain their own responses to them.

##### Representing and Writing

- RWB3-5.1 Create imaginative, informative and persuasive texts for different purposes (e.g. to entertain, inform, teach, persuade) and audiences (e.g. peers, younger children, elders, family).
- RWB3-5.2 Use words and grammatical features in a variety of sentence types to expand their ideas.
- RWB3-5.3 Select specific vocabulary and use accurate spelling and punctuation.
- RWB3-5.4 Edit their work for cohesive structure and meaning.

## Achievement Standard: Band 3 (Year 6)

### By the end of Year 6 students

#### Listening and Speaking

- LSB3-6.1 Talk about their understanding of new concepts across curriculum areas.
- LSB3-6.2 Use first language to discuss texts that they read or hear in English.
- LSB3-6.3 Understand some differences between own language structures and meaning and those of English.
- LSB3-6.4 Analyse and explain how language features, images and vocabulary are used by different writers and creators to represent ideas, characters and events.
- LSB3-6.5 Listen for and share key points in discussion, clarifying content.
- LSB3-6.6 Discuss information from different and complex texts and explain their own response with evidence.
- LSB3-6.7 Make presentations using a variety of strategies to communicate meaning.

#### Reading and Viewing

- RVB3-6.1 Read or view a variety of extended and more complex texts including fiction, documentary, non-fiction and expository texts.
- RVB3-6.2 Participate in reading and translating short texts about familiar topics in English and their language with other students and teacher support.
- RVB3-6.3 Understand and explain how the use of text structures can achieve particular effects.
- RVB3-6.4 Analyse and explain how language features, images and vocabulary are used by different writers and creators to represent ideas, characters and events.
- RVB3-6.5 Compare and analyse information in different and complex texts explaining literal and implied meaning.
- RVB3-6.6 Select and use evidence from a text to explain their response to it.

#### Representing and Writing

- RWB3-6.1 Create detailed texts elaborating on key ideas for a range of purposes and audiences.
- RWB3-6.2 Develop and explain a point of view about a topic selecting information, ideas and images from a range of resources.
- RWB3-6.3 Have a go at transcribing, by writing down single spoken words (e.g. naming places, plants or animals), short phrases or sentences spoken by teachers, elders or community members, reading them back and checking for accuracy.
- RWB3-6.4 Translate short, written texts between English, their language or another language they know (in a group, with support from the teacher).
- RWB3-6.5 Use language features and language patterns for emphasis.
- RWB3-6.6 Explain how their choices of language and images are used.
- RWB3-6.7 Make thoughtful grammatical and vocabulary choices to improve cohesion (linking of sentences in text as a whole) and structure in their writing.
- RWB3-6.8 Use accurate spelling and punctuation to make their meaning clear.
- RWB3-6.9 Explain their editorial choices using criteria explained by the teacher.

# BAND THREE YEARS 5 AND 6 CONTENT DESCRIPTION

## Country/Land

- Create and use visual maps after visits to their own and others' Country.
- Compare the ways that Aboriginal and non-Aboriginal people view land ownership.
- Explore their Dreaming stories, songs and dances as a way to express their relationships to Country.
- Compare how people lived on Country in the past and how they live on Country now.

## People/Kinship

- Compare Aboriginal and non-Aboriginal family structures.
- Compare some traditional ways of preventing sickness and staying healthy with the situation today.
- Talk about and identify rules for guiding relationships and ways of resolving conflict.

## Natural Environment

- Compare modern ways with traditional ways of obtaining and preparing the things people need for living.
- Describe how weather and seasons influence people's lives.
- Consider and explain understandings about finding and protecting water.
- Compare traditional technologies with contemporary equivalents.
- Extend their knowledge of traditional bush medicines.
- Compare ways to care for Country.

# LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>COMMUNICATING</b>	<ul style="list-style-type: none"> <li>• Listen and speak confidently with others about familiar ideas, events, and information in variety of learning contexts.</li> <li>• Talk about their understanding of new ideas and concepts across curriculum areas.</li> <li>• Change their speech depending on who they are talking to, what they are talking about and where they are talking.</li> <li>• Discuss what is the same and what is different in words with similar meanings in their own language and other languages they know.</li> <li>• Show understanding of some issues related to the use of different languages and types of language used in the community.</li> <li>• Have a go at translating short, simple, familiar spoken texts between English, their language and/or other languages they know.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and view, with understanding, some longer and more complex visual and written texts with some unfamiliar words.</li> <li>• Explore the history of reading and writing in the language, and the role it plays in their life.</li> <li>• Translate short, written texts between English, their language and/or other languages they know, in a group, with support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently create a range of imaginative, informative and persuasive texts of more than one page on familiar and unfamiliar topics and a widening range of audiences and purposes.</li> <li>• Explain the purpose of transcription and transcribe short (one or two sentences) spoken texts.</li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>• Use a range of complex grammar and some specialised vocabulary linked to topics studied.</li> <li>• Use hand signs correctly at the right time and with the right people.</li> <li>• Explain why particular letters are used for sounds in a word.</li> <li>• Explain why particular punctuation marks are used.</li> <li>• Understand that the ways their language and English represent sounds can be the same or different.</li> <li>• Recognise some features of formal language.</li> <li>• Identify expressions that describe ways of speaking in their language.</li> <li>• Talk about language structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and understand complex vocabulary, grammar and sentence types.</li> <li>• Use knowledge of letter-sound relationships and word knowledge to fluently read more complex words.</li> <li>• Understand how the use of text structures, language features, and vocabulary can achieve particular effects and influence interpretations of characters, settings and events.</li> <li>• Understand and explain how text structures assist in understanding the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use complex vocabulary, grammar and sentence types to add effectiveness to texts as appropriate for audience and purpose.</li> <li>• Use knowledge of letter-sound relationships, sound patterns, words.</li> <li>• Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.</li> <li>• Identify structural elements in their writing.</li> </ul>

LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
<b>LEARNING HOW TO LEARN</b>	<ul style="list-style-type: none"> <li>Listen to and talk to teachers and classmates to help themselves and others learn.</li> </ul>	<ul style="list-style-type: none"> <li>Use strategies to get meaning from texts, and to identify, remember and reflect on information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, make, reread, correct and edit their own work.</li> <li>Develop a handwriting style that is becoming legible, fluent and automatic.</li> </ul>

# BAND THREE YEARS 5 AND 6 CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening and Speaking

Listen and speak confidently with others about familiar ideas, events, and information in a variety of learning contexts.

- identifying and retelling a speaker's main ideas and supporting details when listening to older people on Country, teachers and classmates in class
- listening and responding to stories, information, opinions, ideas and suggestions
- following people speaking at a meeting
- joining in conversations at the right time
- planning, practising, revising and presenting formal oral presentations, including
  - selecting the language that has the best effect on the targeted audience
  - using spoken elements in multi-modal presentations for a clear reason
- sharing their own ideas, opinions and information without dominating discussions
- participating in made-up or scripted plays
- using language features to provide more detail and extend ideas in their talk
- creating detailed talks or speeches that elaborate on specific topics for a range of purposes and audiences
- selecting vocabulary and what they say carefully and putting it together so it sounds good and is clear for others to understand
- creating talks or responses following directions from teachers or Elders
- selecting points from complex texts they have heard to explain their responses
- using language in ways to get particular responses in group and class discussions, using a variety of strategies for effect
- describing how people and what happened are talked or written about in a text and explain why they feel about a particular person or happening in response to the text

#### Reading and Viewing

Read and view with understanding some longer and more complex visual and written texts with some unfamiliar words.

- reading and viewing a variety of written, visual and multi-modal texts, such as Dreamtime stories, life histories, newsletters, information texts, and texts without picture cues, for enjoyment, for interest and for information
- discussing ownership of stories
- finding factual information from a growing range of texts on familiar topics
- describing how events, characters and settings in texts are depicted; and explaining their own responses to them
- selecting and using evidence from a text to explain their response to it
- making connections between ideas stated in long texts, eg in different chapters or sections
- summarising, comparing and analysing information in different and complex texts, eg using inquiry charts
- explaining literal meaning (what do the words say?) and exploring inferred or implied meaning (what does the message mean? Is there some information that the words don't say, but we can understand or guess from what we know?)
- retelling, summarising and discussing texts read or viewed, identifying the context or background to the text, the purpose and main ideas and supporting details
- discussing texts, clarifying content and challenging others' ideas
- reading some books (eg simple caption and sentence readers) to younger children from another class

#### Representing and Writing

Independently create a range of imaginative, informative and persuasive texts of more than one page on familiar and unfamiliar topics and a widening range of audiences and purposes.

- creating a range of types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.
- writing a range of texts for different purposes, eg letters to the land council explaining the connections between the land and the Dreaming, articles to a community newsletter, research reports, analysis and description of some points of grammar, personal letters
- creating texts in different media, eg scripted videos, computer animated texts, books, web pages, email
- translating between media, eg story to song or video script
- collaborating with community members to research and produce texts
- experimenting with writing to express popular culture, eg writing rock songs, country and western songs, raps and scripts for movies

## COMMUNICATION

### Listening and Speaking

**Talk about their understanding of new ideas and concepts across curriculum areas.**

- using their first language to build their understanding of concepts and ideas being learnt through English in other Learning Areas
- extending and making their own language stronger by using it to talk about ideas in a range of learning areas
- analysing and explaining how language features, images and vocabulary are used by different speakers, eg to represent ideas, characters and events, identity
- comparing and analysing information from different and complex texts, and talking about the kinds of meanings involved
- listening to discussions, clarifying content and considering others' ideas

### Reading and Viewing

**Explore the history of reading and writing in the language, and the role it plays in their life.**

- asking older people in their family, and reporting back to class about:
  - who was the first person in the family to read and write in language
  - when and where they learned it
  - what they learned reading and writing in language for (eg bible translation, school, study at Batchelor Institute)
- talking about what people did in the past before there was writing in language (eg message sticks, remembering stories)
- talking about how reading and writing is used in school
- identifying texts available to read or view in their language, including resources on language websites, (eg the LAAL website, CALL Collection and discuss what they would like to read

### Representing and Writing

**Discuss what is the same and what is different in words with similar meanings in their own language and other languages they know.**

- talking about how meaning and sounds change when words are borrowed from English and other languages, eg *pinana*/banana; *pujirdi kat* /pussy cat; *puluku*/bullock; *kuurlu/school* [Warlpiri]

Interacting

Language variation

## COMMUNICATION

## Listening and Speaking

Show understanding of some issues related to the use of different languages and types of language used in the community.

- talking about the words that are in their own language and those that are in English and some of the differences, eg:
  - kinship terms
  - words for kangaroo, wallaby and other small animals that are found in Australia but not in Europe
  - classifications such as birds or animals that might be different in their language from English, eg:
    - *minhala* (fresh water turtle), *miyapunu* (sea turtle); *miyapunu* also heads a group in the scientific classificatory system – all airbreathing sea creatures. Therefore a dolphin, *buḷanybirr*, is also a *miyapunu* [Yolŋu Matha]

Language variation

## Reading and Viewing

Translate short written texts between English, their language and/or other languages they know, in a group, with support from the teacher.

- reading and translating song lyrics, short articles in a community newspaper or school newsletter, words on posters, signs at school (eg No Smoking)

## Representing and Writing

Explain the purpose of transcription and transcribe short (one or two sentences) spoken texts.

- researching the types of texts which are transcribed within the school and wider community
- following accepted procedures for transcription, eg listening repeatedly to check the transcription against the spoken text, transcribing spoken text
- transcribing texts and editing for spelling, grammar and punctuation

Have a go at translating short, simple, familiar spoken texts between English, their language and/or other languages they know.

- roleplaying listening to someone saying something in one language and saying it into another language for someone who doesn't understand, eg:
  - teacher and students
  - tourist or visitor to the school
  - doctor and sick person
- discussing if the spoken translation has the same meaning as the original sentence(s), and other ways of translating it
- participating in activities based on comparing and contrasting the two languages of instruction, eg:
  - colour terms in both languages
  - pronoun systems in both languages
  - alphabet systems
  - spatial terms in both languages
  - classification systems in both languages (eg generic terms and collective nouns)
  - contrasting areas of meaning (or semantic fields) of the two languages, eg:
    - words such as 'hit', 'kill', 'thread', 'close' in English may be one term in an Aboriginal language and vice versa
    - areas of meaning of Aboriginal equivalent of 'got' or 'carry'

Interpreting, translating and transcribing

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

Use a range of complex grammar and some specialised vocabulary linked to topics studied.

- understanding and using complex and compound sentences, eg:
  - It was very hot and I was passing the waterhole so I decided to go swimming.
- understanding and using all verb forms, pronoun forms and demonstratives
- understanding and using some ways of building words from other words, depending on the language. Ways of building words can include:
  - making compounds, eg: back/yard; down/stairs; play/ground
  - using prefixes, eg happy – unhappy; and suffixes, eg: happy – happiness

Use hand signs correctly at the right time and with the right people.

- understanding and using hand signs for all family members, most animals; giving detailed descriptions while hunting; and understanding reasons for signing during sorry business and ceremonies

Explain why particular letters are used for sounds in a word.

- explaining how certain letters are used, eg:
  - to represent a particular sound
  - as digraphs (two letters) to represent a sound
  - with other marks, e.g. a letter with an underline
  - because of a spelling rule

Explain why particular punctuation marks are used e.g.

- speech marks /quotation marks (to show speech of people in a story)
- hyphens (with prefixes, suffixes when added to English words, in compound words and reduplications).

Understand that the ways their language and English represent sounds can be the same or different

- understand that when they write their language in English different letters can be used e.g. no underline for letters written with an underline e.g. n or particular sounds and letters do not exist in English e.g. ny or nj, nh or ly or are used for different sounds e.g. th dj
  - understand that the patterns for spellings in English do not always match the sounds as regularly as in Aboriginal languages

### Reading and Viewing

Identify and understand complex vocabulary, grammar and sentence types.

- using a dictionary to find and understand the meanings of technical and specialised words, or other meanings of familiar words
- understanding more complex grammar, including a variety of sentence types, complex verb forms, pronoun forms, and ways of making new words (eg nouns from verbs, verbs from nouns), including some special grammar, eg as used for old time stories; and polite or avoidance language

Use knowledge of letter-sound relationships and word knowledge to fluently read more complex words.

- recognising and interpreting spelling conventions (eg the letters rnd representing the sounds /rn rd/)
- decoding multisyllabic (long) words

### Representing and Writing

Understand and use complex vocabulary, grammar and sentence types to add effectiveness to their texts as appropriate for audience and purpose.

- using an expanding vocabulary, including some older people's language and technical talks to write about a range of topics including culture content
- experimenting with use of word order to highlight certain word meanings
- modelling their writing on examples of good stories and rich texts; experimenting with ways of representing ideas, characters and events
- experimenting with different ways of connecting ideas, e.g. by leaving out words, repeating key words or using words with the same meaning (synonyms) or opposite meaning (antonyms), using complex sentences
- using punctuation effectively

Use knowledge of letter-sound relationships, sound patterns, word knowledge and spelling conventions to fluently write more complex words.

- using segmenting skills to write

Developing strong language

Talking about sounds and letters

## LANGUAGE STRUCTURES AND FEATURES

### Listening and Speaking

**Recognise some features of formal language.**

- recognising how people talk in:
  - public meetings
  - church
- identifying and using some ways to introduce, and organise information in oral presentations
- talking about some of the words, kinds of sentences, and/or languages used
- talking about how the speakers introduce ideas or information
- discussing how listeners respond and show they are listening, eg by asking questions, clapping
- explaining why they chose particular words, expressions or images in their presentations and responses

**Identify expressions that describe ways of speaking in their language.**

- identifying ways of speaking
- listening to models of particular ways of speaking
- role-playing some particular ways of speaking
- talking about the structures of particular ways of speaking

**Talk about language structures.**

- talking about idiom and metaphor (figurative) languages
- talking about features of their language and English
- talking about complex sentences

**Hear and understand the parts in words.**

- breaking words into parts, eg syllables, prefixes, suffixes

### Reading and Viewing

**Understand how the use of text structures, language features, and vocabulary can achieve particular effects and influence interpretations of characters, settings and events.**

- recognising the use of word order to highlight certain meanings
- analysing good stories and rich texts to identify how the storyteller represents ideas, characters and events
- identifying language features such as figurative language, rich descriptions, and choice of vocabulary that are used to create atmosphere and setting

**Understand and explain how text structures assist in understanding the text.**

- understanding that cohesive links (ways to connect ideas) can be made in texts in different ways, eg by leaving out words, repeating key words or using words with the same meaning (synonyms) or opposite meaning (antonyms)
- understanding the uses of punctuation to join or separate word groups, clauses or sentences, eg:
  - commas between words or sentences which are joined together
  - full stops, question marks or exclamation marks between words or sentences which are separated
- identifying the main parts of dictionary entries, eg distinguishing head word, part of speech, definition, examples of usage

### Representing and Writing

**Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.**

- explaining how the features of a poster advocating for a community health issue might persuade people to change their behaviour
- planning what to put into a written or visual text that will be enjoyed by others in the community
- creating information texts that provide directions for others on how to make something or where to find places, food, tools
- creating texts to advocate for an issue that might impact on caring for Country

**Identify structural elements in their writing.**

- identifying clause or clause-like elements within sentences
- identifying verbs in a sentence
- identifying grammatical roles for each verb (transitive or intransitive)
- joining words between clauses.

How texts work

Talking about language

## LEARNING STRATEGIES

### Learning how to learn

#### Listening and Speaking

**Listen to and talk to teachers and classmates to help themselves and others learn.**

- talking to the teacher and classmates about how to do a task
- listening closely to what others have to say and giving feedback on their ideas
- retelling what a person says in their own words to check whether they have understood what the speaker meant
- asking questions to get more information or clarify (understand clearly) what they have heard
- trying to find more information from other sources such as a family member, a story, a documentary, the internet
- correcting their own speech for meaning and accuracy
- reflecting on their own learning and make suggestions about what they need to do to complete a task
- selecting and using evidence from what they hear to explain their response to it
- understanding there are identified times when their language or English is used to teach and express their learning
  - understanding the role of their language(s) and English in their learning
    - using their own language to help them understand across curriculum areas and English
    - beginning to use English for learning
    - using their own language to strengthen their identity and knowledge of their own culture
  - actively using the expected language for designated activities/tasks.

#### Reading and Viewing

**Use strategies to get meaning from texts, and to identify, remember and reflect on information and ideas.**

- working out the meaning of unknown words and phrases by:
  - thinking about what they already know about the topic
  - analysing what fits into the sentence structure and how the text is organised
  - using decoding skills and knowledge of sound-letter relationships and spelling conventions
  - relating unknown words to known words, and to knowledge of how words are formed
  - using a dictionary
- sequencing, summarising and classifying information from texts read or viewed, using diagrams, eg family trees, classification tables, maps, timelines and concept maps
- clarifying or correcting meaning by pausing, re-reading, reading on or slowing down
- using skimming and scanning to find specific information
- justifying their own opinions about texts by reference to the texts
- using a journal to record reflections on ideas explored in texts, and making links to their own life experiences
- sharing journal entries that reflect on their own learning, reading and viewing with others
- reading texts quietly for an increasing time span and observing teachers reading silently
- after reading silently, reading aloud with expression and confidence

#### Representing and Writing

**Plan, make up, reread, correct and edit own work.**

- selecting and organising ideas using lists of headings, flow charts, diagrams
- revising during and after writing, filming, drawing, painting adding and taking out words, pictures, ideas, adding information, adding or changing punctuation
- using resources such as class charts, dictionaries, spelling journals to check spelling
- talking about which sounds come together in a word and how that affects spelling rules
- understanding that more than one draft may be necessary in relation to audience and/or purpose, and to provide necessary background information
- proof-reading own written work
- understanding why proof-reading is necessary
  - to check the sense
  - to correct mistakes in spelling
  - to check punctuation
  - to check that pictures match the text

**Develop a handwriting style that is becoming legible, fluent and automatic.**

- using handwriting with increasing fluency and legibility, appropriate to a wide range of writing purposes

# BAND FOUR OVERVIEW

## Band Level Description

Students learning at Band 4 will normally be in the Middle Years 7–9. They will be speaking the language as their first language at home and in a range of social situations in the community. They will be studying their first language while becoming increasingly competent in English language and literacy.

At this level of learning students will be:

- aware of the world beyond their own family, peer group and community
- engaging with issues of young people and community, land and environment, education and identity
- becoming aware of their personal independence and responsibilities as adults
- considering their future pathways and choices, including how their own language could be part of these.

The Cultural Knowledge strand of the NT Indigenous Languages Curriculum provides the content and context for the language program. Links to other learning areas and the general capabilities provide additional opportunities for students to continue to learn through their first language.

Students will also have access to a broad range of spoken, visual, written and multi-modal texts, including photographs, maps, oral histories, posters, community notices, songs, dances (modern and traditional), stories, painting and visual design, music, video clips and film.

Teachers will need to think about how they will adapt the curriculum content to the target language.

Students may be divided into groups of males and females or family groups for some topics and activities as appropriate.

## Culture Content

In Band 4 the content and teaching support students to extend their understanding of different beliefs, values, ideas and practices. They are asked to think about these and connect them to their own identity, beliefs and what helps them feel strong. They can explain how things are done on Country and connect their relationships to how they feel and behave, and how they can work with others with different world views.

## Achievement Standard: Band 4

### By the end of Band 4 students

#### Listening and Speaking

- LSB4-1 Interact confidently and appropriately with others in formal and informal situations.
- LSB4-2 Identify and use 'strong' vocabulary, including an adult range of hand signs, and structures that feature in older people's language in a wide range of contexts.
- LSB4-3 Show some understanding of issues of interpreting and translating in specialised contexts.
- LSB4-4 Discuss some differences between the grammar of spoken English and their own language in specialised contexts.
- LSB4-5 Identify main ideas and supporting details from oral texts, including oral histories.

#### Reading and Viewing

- RVB4-1 Comprehend a wide range of visual and print texts related to personal, social and general school contexts.
- RVB4-2 Analyse and compare translations and interpretations of texts, explaining factors that may have influenced the translation or interpretation.
- RVB4-3 Read subject-specific texts and identify main ideas and supporting details from high level texts, including oral histories from Elders and community people.
- RVB4-4 Explore the place of reading and viewing in Indigenous communities, including the use of Facebook and other social media.

#### Representing and Writing

- RWB4-1 Independently write a range of developed texts on familiar and less familiar topics, considering audience and purpose.
- RWB4-2 Explain the purpose of transcription and transcribe short, simple spoken texts.
- RWB4-3 Create bilingual or multilingual texts for special purposes.
- RWB4-4 Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language (word and grammatical) features, images and digital resources appropriate to purpose and audience.
- RWB4-5 Use a range of strategies to plan, compose, review and edit their own written texts for meaning and effectiveness.

# BAND FOUR CONTENT

## Country/Land

- Connect relationships to Country, people and how these link to looking after Country.
- Connect different Dreaming stories, songs and dances to different people and Country.
- Explain how people can continue to live on Country now.

## People/Kinship

- Show how people's relationship to each other through kinship and Country is connected to their way of life.
- Behave in ways that reflect their understandings of their place in the kinship system.
- Connect ways to look after themselves with kinship and Country.

## Natural Environment

- Explain traditional ways of living on Country.
- Use knowledge of the weather and seasons to explain and as a guide to activities people do at different times of the year.
- Use Traditional Knowledge to explain how to access water.
- Make their own hunting and gathering tools, such as fishing nets, spears, digging sticks, baskets under the supervision of the Elders.
- Connect traditional bush medicines to staying healthy today.
- Identify strategies local rangers, land owners, Elders and expert partners use to keep Country healthy and safe.



## LANGUAGE CONTENT

	Listening	Reading and Viewing	Representing and Writing
<b>COMMUNICATING</b>	<ul style="list-style-type: none"> <li>Listen and speak formally and informally about familiar and unfamiliar issues in different types of learning places.</li> <li>Change the language and way it is used to suit the purpose and context.</li> <li>Show understanding of the basic principles of professional interpreting.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view, with understanding, written, visual and multi-modal texts using the strong language and ideas of older people.</li> <li>Explore the place of reading and writing in Indigenous communities.</li> <li>Understand the importance of the spell check of language resources and how to access older texts and artefacts.</li> <li>Translate a variety of short texts from English to first language and other community languages as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Create longer texts for different purposes and different audiences, using a mix of writing, videos, audios, and pictures.</li> <li>Describe changes of meaning for some words given the changes in lifestyles.</li> <li>Understand that transcription means to write down a spoken text word for word; and why it is important; transcribe a short simple spoken text.</li> </ul>
<b>LANGUAGE STRUCTURES AND FEATURES</b>	<ul style="list-style-type: none"> <li>Use a range of complex grammar and specialised vocabulary that older people use.</li> <li>Make oral presentations with a number of organised ideas with reasons and information.</li> <li>Discuss some differences between the grammars of the languages they know.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate vocabulary and grammar used in texts expressing the strong ideas of older people.</li> <li>Analyse texts to identify their organisational and language features, and how these are determined by audience, purpose and context.</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of strong vocabulary and language structures.</li> <li>Use and explain knowledge of adult-like ways of structuring texts.</li> </ul>
<b>LEARNING STRATEGIES</b>	<ul style="list-style-type: none"> <li>Reflect on and do things to improve their listening and speaking skills so they learn the most they can.</li> </ul>	<ul style="list-style-type: none"> <li>Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use different ways to plan, make up, review and edit their own work for meaning and effectiveness.</li> </ul>



# BAND FOUR CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening and Speaking

Listen and speak formally and informally about familiar and unfamiliar issues in different types of learning places.

- listening to and participating in a variety of formal language activities
  - conducting interviews
  - acting as a teacher or mentor for small groups of students
  - presenting at a student council meeting
  - providing a welcome to country
- constructing and giving individual and group presentations
- listening to teachers and presenters, remembering what they said and reporting back on the main ideas
- discussing the attitudes and concerns expressed in adult texts
- discussing who has authority to offer opinions and make decisions about particular issues — being aware that it may not be appropriate for them as students to speak about certain issues

#### Reading and Viewing

Read and view with understanding written, visual and multi-modal texts, using the strong language and ideas of older people.

- reading and viewing a range of written, visual and multi-modal texts eg:
  - texts from a range of contemporary contexts
  - texts developed from ceremonial activities, country visits
  - Dreaming stories
  - documentary films and videos about the community and cultural events
  - life histories
  - charts of kinship systems
- identifying and discussing issues and ideas explored in the texts
- exploring and responding to different perspectives, attitudes and concerns on complex issues
- identifying and discussing main ideas, concepts and points of views in texts to evaluate qualities, for example the strength of an argument or the effectiveness of descriptive language
- retelling a story from another point of view
- coping with changes of text type within one text, eg scientific description, personal recount, diagrams, maps
- evaluating the sources and quality of information presented
- understanding how their evaluation of and response to a text can be explained by reference to the text and to other sources
- reading texts in different languages where appropriate (eg first language and English, first language and other community languages)
- summarising important information about a text (context, purpose, point of view, main ideas, reasons, conclusion)
- identifying and explaining some imagery and language used, eg:
  - metaphor
  - clan designs or language
  - sign language
  - visual symbols

#### Representing and Writing

Create longer texts for different purposes and different audiences, using a mix of writing, videos, audios, and pictures.

- working with community members to produce culturally appropriate texts to record knowledge, eg
  - videos or app on a culture theme such as on how to prepare bush medicines, make tools and artefacts, making fire
  - short stories from traditional Country
  - as a class create factual texts of about one page or two or more paragraphs about where different kinds of bush foods grow, about animals, technologies and tools, manuals
  - video scripts
  - songs
- creating posters, notices, leaflets, videos about community events and issues, eg advertising community events such as sports programs or promoting good health
- using first language to maintain relationships through social media such as Facebook
- discussing ways in which 'new' words and ideas can be expressed
- creating texts which show independent thinking (creative, analytical, persuasive) on a range of topics

## COMMUNICATION

### Listening and Speaking

Changing the language they use and the way they use it to suit the purpose and context.

- using the language in some new ways, eg:
  - radio broadcasts
  - DJ-ing
  - creating different kinds of songs – rap, hip hop
- exploring the words of modern songs written in the language
- listening to good speakers in different places (eg church, council meeting, teacher), think about the ways they are using language to get their points across and try out these ways of using language
- identifying and reflecting on the way teenagers speak (eg pronunciation, slang, different words, grammar)
- using some difficult or old words and concepts

### Reading and Viewing

Explore the place of reading and writing in Indigenous communities.

- talking with people in the community about reading and writing in the language – what they read and write, when and where – and report back to the class
- observing when and where people read in in first language in the community and record the information using diagrams, timelines, story maps, concept maps
- contacting other Indigenous Australian communities in different places – in local Indigenous communities, towns, other states and territories – to find out about how they use reading and writing in language in their communities
- using the Internet to find out about and or contact Indigenous communities in Australia and other countries to explore what's happening in their languages, including reading and writing

Understand the importance of safe keeping of language resources and how to access older texts and artefacts.

- investigating physical and digital sites where language resources and information are stored, eg
  - LAAL, CALL collection, Community Stories, AIATSIS archives, community and school libraries, museums
- discussing reasons for keeping language resources in more than one place, eg
  - physical dangers like fire, floods, cyclones, white ants, computer failure
  - cultural reasons for closing access to language resources to certain people, or for a period of time
  - human threats, such as people who do not value language resources, mistakes

### Representing and Writing

Describe changes of meaning for some words given the changes in lifestyles.

- describing new meanings that are given to old words because of changes in lifestyle and the way people do thing

Language variation

## COMMUNICATION

### Listening and Speaking

Show understanding of the basic principles of professional interpreting.

- role playing simple interpreting situations
- explaining the ways people should act in professional interpreting contexts
- explaining the need for and the role of interpreters eg interpret what the professional (doctor/lawyer) is saying to the client, do not add or leave out information
- listening to and interpreting a range of texts, narratives, stories, song lyrics, and dialogues posters, discussing how to explain elements that involve cultural knowledge and understanding; identifying words not found in one language or the other
- comparing the way one person interpreted particular sentences or phrases with those of others, noting differences and considering why these occur
- participating in activities based on comparing and contrasting the two languages of instruction, eg
  - colour terms
  - pronoun systems
  - alphabet systems
  - spatial terms
  - classification systems (eg generic terms and collective nouns)
  - meaning (or semantic fields), eg 'hit', 'kill', 'thread', 'close' in English may be one term in an Aboriginal language and vice versa; areas of meaning for Aboriginal equivalent of 'got' or 'carry'

### Reading and Viewing

Translate a variety of short texts from English to first language and other community languages as appropriate.

- translating a range of texts, eg
  - stories, recounts
  - reports, factual texts
  - opinions
  - songs
  - manuals
  - information from the clinic
- understanding that translation is not word for word
- thinking about ways to translate picture language (idiom, metaphor), ideas connected to culture such as kinship terms, land ownership, the way people hide shame, euphemisms
- discussing some contrasts between their own language and English, eg grammar, text structure, figurative language

### Representing and Writing

Understand that transcription means to write down a spoken text word for word; and why it is important. Transcribe a short simple spoken text.

- recording different kinds of stories and information on tape, video or software application from an older person
- writing down exactly what the speaker says (about 3 sentences)
- listening over and over to check the transcription against the spoken texts
- editing the written text for spelling, grammar and punctuation
- discussing the value of these texts and contributing to the safekeeping of language resources by sending them to an archive

Interpreting, translating and transcribing

## LANGUAGE STRUCTURES AND FEATURES

	Listening and Speaking	Reading and Viewing	Representing and Writing
Developing strong language	<p>Use a range of complex grammar and specialised vocabulary that older people use.</p> <ul style="list-style-type: none"> <li>• talking about ideas and concepts such as how society works, eg land ownership, authority, permission, responsibility, using old people's language</li> <li>• talking about clan languages in some areas where they exist</li> </ul>	<p>Investigate vocabulary and grammar used in texts expressing the strong ideas of older people.</p> <ul style="list-style-type: none"> <li>• exploring the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language</li> <li>• exploring ways that relationships and connections between abstract ideas are expressed</li> <li>• recognising and beginning to understand avoidance language, complex ways of referring to kin</li> </ul>	<p>Use knowledge of strong vocabulary and language structures.</p> <ul style="list-style-type: none"> <li>• creating texts (one page or two or more paragraphs) using some difficult or old words and concepts, depending on the message they want to give and the audience</li> </ul>
Talking about sounds and letters			
How texts work	<p>Make oral presentations with a number of organised ideas with reasons and information.</p>	<p>Analyse texts to identify their organisational and language features and how these are determined by audience, purpose and context.</p> <ul style="list-style-type: none"> <li>• identifying how important information and themes are highlighted in texts</li> <li>• identifying what makes a text effective and interesting</li> <li>• comparing the grammatical features of different text types</li> <li>• considering how connections between events or characters, eg time, cause/effect, are indicated by linking devices</li> <li>• understanding the use of punctuation conventions in formal and informal texts, including: <ul style="list-style-type: none"> <li>- colons: go before a list or series of examples</li> <li>- dashes: show interruptions, asides and pauses for effect</li> <li>- brackets: expand on or explain the words that come before</li> </ul> </li> </ul>	<p>Use and explain knowledge of adult-like ways of structuring texts.</p> <ul style="list-style-type: none"> <li>• using appropriate vocabulary, grammar and accurate punctuation for the message they want to send</li> <li>• structuring texts to highlight important information according to the conventions of the language</li> <li>• explaining their own choices of discourse and grammatical structures</li> </ul>
Talking about language	<p>Discuss some differences between the grammars of the languages they know.</p> <ul style="list-style-type: none"> <li>• discussing the way that the languages they know work, including: <ul style="list-style-type: none"> <li>- the pronoun systems</li> <li>- word order in sentences</li> <li>- how to express the subject of the sentence</li> <li>- how to express location</li> </ul> </li> <li>• discussing some differences between the grammar of the target language and English</li> </ul>		

## LEARNING STRATEGIES

### Learning how to learn

#### Listening and Speaking

Reflect on and do things to improve their listening and speaking skills so they learn the most they can.

- identifying the strengths and weaknesses of their own presentations and those of others
- comparing and contrasting information from different sources, and making conclusions about different studies or representations of the topic, eg different outside presenters, witnesses in court, news broadcasts, radio/TV programs, talk about information from the internet
- using different strategies to help increase knowledge of more complex language, eg:
  - using their existing knowledge of the topic
  - identifying words built from other words
  - remembering the words they don't know and asking family members; using a dictionary
- reflecting on the language choices they make when expressing their thoughts, ideas and feelings
- using a journal (audio or written) to reflect on the experience of giving presentations and ways to improve.
- understanding that using their own language can help with their learning of English; and recognising particular times and activities when each language is used.

#### Reading and Viewing

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

- paraphrasing and summarising texts
- skimming and scanning the content of extended texts
- sequencing information using diagrams, eg timelines, story maps, concept maps
- locating and synthesising information on a particular topic from a range of texts
- using a dictionary to help understand new words and phrases or unfamiliar meanings of words
- using a range of reference sources, eg LAAL, AIATSIS archives, community and school libraries, language centres
- comparing their own responses to texts with others' responses
- evaluating the accuracy of public written texts, eg for spelling, for cultural information
- using journals to reflect on their own reading and learning in first language / ideas and writers' techniques
- reading texts quietly for an increasing time span and observe teachers reading silently
- after reading silently, reading aloud with expression and confidence

#### Representing and Writing

Use different ways to plan, make-up, review and edit their own work for meaning and effectiveness.

- planning writing through discussion, notes, lists or diagrams
- collaborating with teachers and classmates in writing conferences
- independently proof reading their own writing for grammar, spelling, meaning and organisation
- Proof-reading and editing their own writing, recognising and correcting inconsistencies and inaccuracies of information, grammar and spelling
- using strategies during revision to improve coherence and clarity, eg re-draft, conduct more research to add detail
- keeping a journal to organise, reflect and plan for their own current and future learning

# GLOSSARY OF TERMS

<b>Adjective/ describing word</b>	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.
<b>Adverb</b>	Tells us how, when or where something happens, eg in English: quickly, yesterday, inside. In some languages adverbs are not grammatically different from nouns. (See locational words) <i>bili nhe bondi marrtjin bala djäma-lil.</i> [Djambarrpuyŋu] because you quickly went away work-to 'Because you went off quickly/in a hurry to work'
<b>Agreement</b>	The form of one word changes because of another word in the sentence; the words 'agree' with each other. 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 <i>galamang an-darrartka</i> '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 <i>galamang</i> 'axe' belongs to the masculine <b>noun class</b> , and the <b>describing word</b> 'sharp' must have a masculine <b>noun class prefix</b> .
<b>AIATSIS</b>	Australian Institute of Aboriginal and Torres Strait Islander Studies
<b>Analyse</b>	Break down and look closely at parts to understand better. Analysing a text involves going deeper into the meaning and forming an opinion about what you read or view.
<b>Antonym</b>	An opposite meaning, eg hot is an antonym for cold
<b>Archiving</b>	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, LAAL at CDU. Sending valuable documents away is good archiving practice, in case a fire or flood occurs in the school.
<b>Bound pronoun</b>	A <b>pronoun</b> that is not a separate word but that has to be joined to another word as a <b>prefix</b> or a <b>suffix</b> (See free pronouns) 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>njárra-rakarawo-nja</i> 'me and her go along (She goes along with me)' Luritja examples of bound pronouns (suffixes) <i>ananyi-na</i> 'I am going' <i>ananyi-nu</i> 'you are going'

<b>CALL</b>	Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education
<b>Case</b>	<p>Tells us the <b>function</b> of a <b>noun</b> or <b>pronoun</b> 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 <b>suffixes</b>. (In English, these functions are shown mainly by the position of the word in the sentence or by using prepositions.)</p> <p>Warlpiri  <i>Ngarrka-ngku wawirri panturnu.</i> 'The man speared the kangaroo.'  man-actor kangaroo speared  The suffix -ngku shows who did the action.  <i>Palya kalu mani marna-jangka.</i> 'They get wax from spinifex.'  wax present-they get spinifex-from  The suffix -janga tells us that the wax (<i>palya</i>) is from something (<i>marna</i> 'spinifex').</p>
<b>Case</b>	Upper case means capital letters, and lower case means small letters.
<b>Case marking</b>	The forms (usually suffixes) that tell us what case a word is. In the examples above (see case), the suffixes -ngku and -janga are the case markers.
<b>Class</b>	See noun class.
<b>Chunks of text</b>	A word, several words or several sentences together.
<b>Cohesive</b>	Using words and grammatical features to link ideas expressed in different sentences through the whole text.
<b>Colloquialism</b>	<p>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.</p> <p>English  <i>She'll be right mate</i></p>
<b>Compound sentence</b>	<p>A sentence made up of two or more sentences, often joined by a conjunction.</p> <p>English He tried to shoot it, but he missed.</p> <p>Pitjantjatjara  <i>Watingku papa pungu munu mirangu.</i>  man-actor dog hit and+same-subject cried  'The man hit the dog and he cried out.'  ' <i>Watingku papa pungu ka mirangu.</i>  man-actor dog hit and+different-subject cried  'The man hit the dog and it cried out.'</p>

<b>Compounding</b>	<p>A process of forming new words by joining two words together.</p> <p>English  <i>blackbird</i> = black + bird  <i>landowner</i> = land + owner</p> <p>Burarra  <i>an-murnabama</i> ‘King Brown Snake’ = <i>an-murna</i> ‘Masc-big’ + <i>bama</i> ‘head’</p> <p>Ndjébbana  <i>wíba barra-narímabba</i> ‘landowners’ = <i>wíba</i> ‘land’ <i>barra-narímabba</i> ‘they owner/keeper’</p>
<b>Conditional</b>	<p>A sentence that tells us about something that might, could or should happen, with the result that something else happens.</p> <p>English If we go to the show, we’ll have a great time.</p> <p>Burarra  <i>Japalana nyi-na-ganyjarna rraka ngu-jerrjerrjingarna.</i>  billycan you-here-could/should have taken and so I-could have poured  You should have brought a billycan so I could have poured it in.</p> <p>Djambarrpuyŋu  <i>Njuli nhe dhu warku’yun wuŋgan-nha, ngayiny dhu láwum.</i>  if you future tease dog  <i>If you tease the dog, it will bite.</i></p>
<b>Conjunction</b>	<p>Used to join ideas, such as and or but in English. (See linking words, linking devices, compound sentences).</p> <p>Warlpiri  <i>manu</i> ‘and’, <i>kala</i> ‘but’</p> <p>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)</p>
<b>Context clue</b>	<p>Something that helps us to understand the meaning of a written or spoken text.</p>
<b>Contextual cue</b>	<p>Something that helps us to understand the meaning of a written or spoken text. For example, Contextual support 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.</p>
<b>Contextual support</b>	
<b>Decode</b>	<p>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.</p>
<b>Decoding skills</b>	
<b>Demonstrative</b>	<p>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).</p>
<b>Describing word</b>	<p>See adjective</p>
<b>Discourse structure</b>	<p>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 <b>thematization</b>).</p>

<b>Dual forms</b>	Used for referring to two people or things, eg Eastern/Central Arrernte <i>Mpwele</i> school-ntyele? 'Have you two come straight from school?'
<b>Etymology</b>	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.
<b>Expository text</b>	Expository texts are usually factual information texts with a main topic and supporting information, that may be written in paragraphs. They are typically used in English for history, science and economic topics. Expository text structure may include description, chronology (time-line), comparison, cause/effect or problem/solution. Organisational tools can include table of contents, headings, index, glossary, pronunciation guide and extra attachments called appendices. Supporting text features might include photos, illustrations, charts, diagrams, tables, graphs and timelines.
<b>Figurative language</b>	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.  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 <b>metaphors</b> , <b>similes</b> , exaggeration and many other word types.
<b>Free nouns</b>	These are nouns which stand alone as separate words. 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 <b>bound</b> noun meaning 'fire'; it is <b>incorporated</b> into the <b>verb</b> .
<b>Free pronouns</b>	(See bound pronoun). Ndjébbana <i>Njírabbba</i> Ndjébbana njarra-ngúdjeya. 'We speak Ndjébbana.' we all(not you) language name we all (not you)-speak  In this example, <i>njírabbba</i> is a free pronoun. It is a separate word. <i>Njarra</i> is a <b>bound pronoun</b> . It is a <b>pronominal prefix</b> which must be joined to the <b>verb stem</b> 'speak' (see bound pronouns).
<b>Function</b>	See word function
<b>Gender</b>	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 <b>nouns</b> can also be called <b>noun classes</b> .
<b>Grammar</b>	The way words are put together in a language to make sentences and texts.
<b>Head word</b>	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>
<b>Idiom</b>	An expression whose meaning cannot be worked out from the meaning of the individual words, eg Djambarrpuyŋu/Gumatj <i>buku-rrupiya</i> 'someone who is only interested in getting money' (literally 'head money')

<b>Implied</b>	Understood to be true although not stated directly. For example to understand the implied meanings of a text we may need to look at different parts of the text or the text as a whole. Other things we know (from culture or experience) and other texts we know can also help us to understand implied meanings.
<b>Incorporation</b>	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. Tiwi <i>ji-mini-marikuwangipi-kiri-nga</i> <i>he-me-dancing-hand-grab</i> 'He grabbed me by the hand while I was dancing.' Murrinh-Patha <i>puy-ma-rtal-nu</i> <i>he himself-hand-cut-future</i> 'He will cut his hand.'
<b>Infer</b>	Work out from evidence and thinking or reasoning.
<b>Intonation</b>	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.
<b>LAAL</b>	Living Archive of Aboriginal Languages, a digital archive of written materials in Aboriginal languages of the NT at Charles Darwin University.
<b>Linking words, Linking devices</b>	Words or parts of words that are used to join sentences or clauses together. Examples in English are and, but, if, because. (See conjunctions)
<b>Literal</b>	Basic or original meaning stated clearly in words.
<b>Locational words</b>	Words that tell us where something happened, eg in English inside, nearby. (See also <b>adverbs</b> .) Gumatj <i>Galki ŋayi yukurra nhina</i> 'He or she is sitting close by' <i>Close-by he/she continuous sit</i>
<b>Metaphor</b>	Using a word or phrase to compare one thing to another, but instead of saying one thing is like the other thing (a <b>simile</b> ), 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.
<b>Multimodal</b>	Multimodal texts or literacy include different ways of representing knowledge and making meaning. They can include spoken, song, sign, dance, art, film, writing.
<b>Nominalisation</b>	Making a noun from a <b>verb</b> or another <b>part of speech</b> , eg in English communication from communicate, improvement from improve, continuation from continue. Eastern/Central Arrernte <i>angke</i> 'speak' <i>angkentye</i> 'speaking, language' In this example, adding the suffix 'ntye' makes a <b>noun</b> from a <b>verb</b> 'angke'. Burarra <i>lapkujama</i> 'open it' <i>an-gulapkujama</i> 'key; tool for opening something' In this example, the <b>prefix</b> -gu- goes on the <b>verb stem</b> <i>lapkujama</i> to make a <b>noun stem</b> . The new noun also has to have a noun class prefix, an- here. (see <b>prefixation, suffixation</b> )

<b>Noun</b>	A 'naming word for people, animals, things, places, ideas'
<b>Noun class</b>	Many Top End and Kimberley languages divide their <b>nouns</b> into different groups, eg in Tiwi, all nouns are either <b>masculine</b> or <b>feminine</b> or <b>plural</b> (see <b>gender</b> and <b>number</b> ). 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.
<b>Noun phrase</b>	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 <i>ngatan wananggal ngayi</i> 'brother doctor I' 'my doctor's brother' Eastern/Central Arrernte <i>akngwelye urrperle akngerre atherrele ampe alwerneme</i> Dog black big two child are chasing 'Two big black dogs are chasing the child.'
<b>Number</b>	Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are <b>singular</b> , <b>dual</b> , <b>plural</b> .
<b>Paraphrase</b>	To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.
<b>Particle</b>	Words with a grammatical meaning and that do not have a suffix or a prefix. Djambarrpuyŋu <i>dhu</i> future particle <i>balan</i> 'might', 'should', 'would', 'must' (any event that could have occurred but has not) <i>bili</i> something has been completed Wubuy <i>wulguy</i> 'it's quite true that', 'although' <i>yingga muga</i> 'thought mistakenly that ...'
<b>Parts of speech</b>	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.
<b>Passive</b>	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'. English <i>The dog was bitten (by a snake).</i> 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. Many Indigenous Australian languages do not have a passive.

<b>Person</b>	<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> <p>some examples of person in Warlpiri <b>pronouns</b>  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'</p>
<b>Plural</b>	<p>In English, this means more than one, eg houses is the plural of house, mice is the plural of mouse. In languages with a <b>dual</b> number, plural means 'more than two'.</p>
<b>Prefix</b>	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often <b>pronouns</b> or show <b>noun class</b>; sometimes they also show <b>tense</b> or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called <b>prefixing languages</b>. Some Australian prefixing languages are Burarra, Murrinh Patha, Ndjébbana, Tiwi, Wubuy.</p> <p>Wubuy  <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.'</p>
<b>Prefixation</b>	<p>The process of forming new words by attaching a <b>prefix</b> to a word. Sometimes the new word is a different part of speech from the original word.</p> <p>Burarra waykin 'up high' <i>an-muwaykin</i> 'belonging to up high'</p> <p>In this example, the <b>prefix</b> <i>-mu-</i> goes on the <b>locational word</b> waykin to make a <b>describing word</b>. The new <b>describing word</b> 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 <b>prefix</b> <i>-gu-</i> goes on the <b>verb stem</b> lapkujama to make a <b>noun stem</b>. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>
<b>Prefixing languages</b>	See <b>prefix</b>
<b>Pronominal prefix</b>	A prefix which has the meaning of a pronoun (see band pronoun).
<b>Pronouns</b>	Words used instead of a noun. In English, the basic pronouns are I, you, he, she, it, we and they. Pronouns can be free or bound (see also <b>bound pronouns</b> , <b>free pronouns</b> , <b>number</b> ).
<b>Reduplication</b>	<p>Repetition of all or part of a word to change the meaning in some way, or to show number</p> <p>Eastern/Central Arrernte  <i>kwatye</i> 'water, rain' <i>kwatye-kwatye</i> 'like water: watery, runny, transparent, glossy'  <i>akeme-irreme</i> 'to get up' <i>akeme-akeme-irreme</i> 'try to get up, start to get up'</p>
<b>Simile</b>	Something is compared to something else by using a word such as 'like' or 'as', eg in English as <i>flat as a pancake</i> .

<b>Singular</b>	One thing. (See also <b>dual</b> and <b>plural</b> )
<b>Stem</b>	The main part of a word to which the suffix or prefix can be added. Djambarrpuyŋu <i>munathanjur</i> 'on the ground'. ' <i>munatha</i> ' is the stem, '- <i>njur</i> ' is the suffix.
<b>Suffix</b>	A part of a word that adds meaning at the end of a word. Suffixes on <b>nouns</b> 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 <b>case</b> , <b>stem</b> .) Luritja Pupanyi- <i>la</i> 'at Papunya' Kiintuwu- <i>lakutu</i> 'to Kintore'
<b>Suffixation</b>	The process of forming new words by attaching a suffix to a word. Sometimes the new word is a different <b>part of speech</b> to the original word. Eastern/Central Arrernte <i>atherrke</i> 'green' <i>atherrke+lhe</i> 'look green' In this example, the <b>suffix -lhe</b> goes on the noun 'green' to make a <b>verb stem</b> 'look green'. Pitjantjatjara <i>palya</i> 'good' <i>palya-ri-ŋgu</i> 'got better, improved' In this example, the <b>suffix -ri-ŋgu</b> goes on the adjective <i>palya</i> to make a <b>verb stem</b> 'got better'. <i>wangka-</i> 'talk (verb)' <i>wangka-nytja</i> 'talking, talk (noun)' In this example, the <b>suffix -nytja</b> goes on the verb stem <i>wangka-</i> to make a noun.
<b>Synonym</b>	A word that means the same thing or nearly the same thing, eg in English, <i>food</i> is a synonym for <i>tucker</i> .
<b>Tense</b>	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 <i>walk-walked</i> , <i>swim-swam</i> . Eastern/Central Arrernte <i>arlkweme</i> 'is eating' (present tense) <i>arlkweke</i> 'ate' (past tense) <i>arlkwetyenhe</i> 'will eat' (future tense)
<b>Text</b>	The idea of text is used here as a means for communication. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, songlines, soundtrack and spoken word as in film or computer presentation media. The development of written literature in Indigenous Languages is slowly evolving in the Northern Territory and where text is used in this document it should be read as a means of communication, not purely as print text.
<b>Thematisation</b>	How the main meanings of a text are organised to help give the text its structure. (See <b>discourse structure</b> .)
<b>Transcription</b>	Transcription is the representation of language in written form. The source can be spoken or sign language or text in another writing system.

**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 Djambarrpuyŋu, the verb *nyar'thun* 'eat' changes its suffix in different tenses.

ŋarra ga nyoka' *nyar'thun* 'I am eating crab now'

bili ŋarra nyoka' *nyar'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> hit	<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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