

DEPARTMENT OF EDUCATION



NT Indigenous Languages and Cultures

*First Languages Maintenance
(L1M)*

Introduction

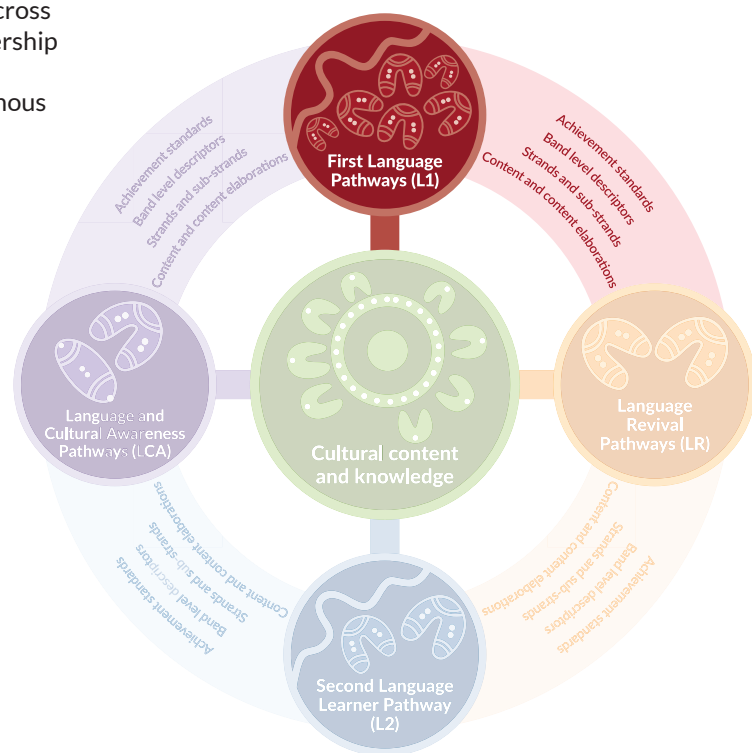
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

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.



CONTENTS

BAND ONE

Overview	6
Content	8
Content and Elaborations	10
<i>Communication</i>	10
<i>Language Structures and Features</i>	12
<i>Learning Strategies</i>	14

BAND TWO

Overview	15
Content	17
Content and Elaborations	19
<i>Communication</i>	19
<i>Language Structures and Features</i>	21
<i>Learning Strategies</i>	23

BAND THREE

Overview	24
Content	26
Content and Elaborations	28
<i>Communication</i>	28
<i>Language Structures and Features</i>	31
<i>Learning Strategies</i>	33

BAND FOUR

Overview	34
Content	36
Content and Elaborations	39
<i>Communication</i>	39
<i>Language Structures and Features</i>	41
<i>Learning Strategies</i>	42

Glossary of terms	43
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Pathway Description

The First Language Maintenance Pathway (L1M) is a language strengthening program for students who have learnt the language from their families as a first language; and continue to use it as their main language at home and in the community, while communicating with their friends, family and older people. They will be continuing to learn and maintain this language while they are learning English and through English at school. Continued development in the first language will support the learning of English and development of literacy.

Examples: Burrarra, Djinang at Maningrida, Warlpiri and Anmatyerr at Ti Tree, Tiwi at Wurrumiyanga, Pularumpi and Milikapiti, Western Arrarnta at Ntaria, and Pintupi/Luritja at Watiyawanu

The students

Students in the First Language Maintenance Pathway (L1M):

- will be hearing and using the language for most purposes every day, including with older people
- will be living in a community where the language is spoken by many people, and experiencing many aspects of culture
- may hear and sometimes speak another language that is spoken in the community, a clan language or Kriol
- will be learning English and through English at school, with support in the first language
- will be beginning to use reading and writing as a form of communication, in English with support in the first language.

Rationale

To provide students with opportunities to:

- deepen their knowledge, understanding and abilities in their home language and culture
- build connections between school learning and the knowledge and ways of organising and talking about the world that they are learning at home and in the community
- build the next generation of language speakers who can use the language and culture across a range of roles as cultural leaders, community members, parents, workers and citizens
- feel strong about themselves as speakers and members of the language group.

Through interaction with teachers, Elders and their classmates, students will have opportunities to learn:

- words and grammar, including some special language and language used by older people to talk about a whole range of topics, including cultural knowledge associated with the language
- different ways to talk about things they know and things they have learned
- some of the ways their language works
- how to read and write in the language, if the community chooses, and how to use reading and writing for different purposes
- how to interpret and translate between their own language and other languages, eg English
- ways to become a strong learner of the language.

Structure

The language content of the NTILC First Language Maintenance Pathway (L1M) is organised across three Strands, one for each of the ways of communicating:

- 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.



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

Communication	Interacting – using language to learn about new things, information and feelings and to talk about them
	Language variation – learning about differences in language and how language changes over time
Language Structures and Features	Developing strong language – learning to use more complex vocabulary and grammar
	Talking about sounds – learning how words are made up of sounds and parts
	How texts work – learning the ways that different texts are organised according to purpose and audience
	Talking about language – developing understanding of how language works and a shared language for talking about it
Learning Strategies	Learning how to learn – Learners will develop strategies to learn language effectively

Planning and teaching using this document

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. Depending on access to speakers and resources teaching teams may choose teaching activities from local school or language based curriculum as well as selecting suitable teaching activities from this curriculum.

Development Across Band levels

The content in the First Language Maintenance Pathway (L1M) has been organised in four levels, called Bands, that provide a general description of language learning and growth across different levels that go from easier to harder. They have been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures to best reflect expectations of their students at different stages of learning.

The Band levels are not necessarily matched to year levels. Where students have not had the opportunity to study the language and culture continuously across the years, the language teachers should select an appropriate Band level as the starting point that reflects the students' level of development and skill. This should be done in collaboration with Elders. For example, Year 7 students who have not learned to read and write their language before could commence at Band 2, progressing to Band 3 once they have achieved the learning identified in Band 2. Teaching and learning activities within each Band level should be interesting and challenging for the age of the students.

Assessment and Reporting

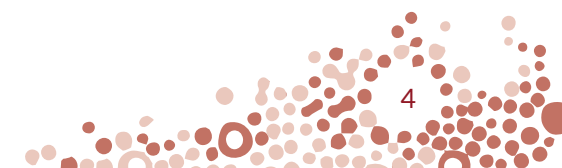
The Band levels are developed over more than one year of learning.

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

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.

Parts/areas of the achievement standard are chosen for development in units of work and students are assessed against what has been taught. Teachers should provide parents with a short description of the parts/areas of the achievement standards being assessed, and the grade the student has achieved.

Assessment of the cultural knowledge is done in collaboration with Elders.





Connections to the Australian Curriculum and Other Stages of Schooling

The NTILC addresses the intention of the *Australian Curriculum: Languages* learning area. It also 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)

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 are available to continue studying language through to year 12, including:

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

Teaching a Language Maintenance Program

The Culture component of the NTILC, and other curriculum learning areas, provide the key ideas for students and teachers to speak, listen, read and view, and represent and write about. L1M programs will usually occur in a community where the language is spoken, and will have continuous involvement from a variety of speakers from the community. A key expectation of the L1M pathway is that students will have opportunities to interact with Elders and visit places on Country.

As well as continuing to develop their speaking and listening language skills, the L1M pathway provides opportunities for students to extend their identities and skills as readers and writers to their first language.

A wide range of materials will be used including:

- spoken texts including recorded stories, podcasts, videos, films
- visual texts including the land, maps, charts, posters, paintings, designs, body paintings, hand signs, photos, films
- written texts such as stories, dictionaries including on-line dictionaries or apps
- artefacts such as spears, boomerangs, traditional clothes, baskets, clapping sticks, didgeridoos.

Time Allocation

Time frames: As a component of the *Australian Curriculum*, there should be at least 2 hours a week of programmed language study in Transition-Year 9. However, it is recommended that students in the Early Years have the opportunity to learn their language and through their language for at least one hour a day.

A strong base in their first language is required for students to learn, maintain and extend their achievement in Standard Australian English, including mastering reading and writing. Links have been made between the Culture component and other *Australian Curriculum* elements that could be covered.

Adapting the Curriculum to Specific Languages and Cultures

The curriculum describes what the children should learn (Content) and what they should understand, know and be able to do at the end of each Band level (Achievement Standards). The Elaborations provide examples of the kind of learning students should access, however, they are not prescriptive. 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 OVERVIEW

Band Level Description

In Band 1 students will build a vocabulary and grammar in their first language for talking about a range of topics, including school topics, routines and processes; and to expand their knowledge of their Country, their families and kinship systems, and the natural environment. They will engage with a range of spoken, visual and written texts in the language.

The curriculum emphasises opportunities to build on and develop the children's sense of enjoyment and curiosity for learning. Excursions out bush on Country provide essential experiences that act as a foundation for further formal study in the classroom. Learning activities should include games, music and songs, movement and familiar routines that provide essential scaffolding and relevant contexts for language development.

Students are supported to use the language to:

- interact verbally and non-verbally with classmates, teachers, members of the community and Elders for a range of purposes
- engage with a range of texts to gain meaning from them
- understand how symbols and pattern systems work
- represent their ideas and thinking in a variety of ways.

They continue to extend their vocabulary and their use of grammar across an expanding range of topics and purposes. They learn to recognise the sounds of the language and how these can be written down. They begin to learn about the language and how it works as well as some strategies for effective language learning.

Students learning at Band 1 will usually be in Transition–Year 2. 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 will be learning English and learning through English at school, and learning to use written language, possibly for the first time. 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 behavior and ways of talking.

Teachers will model language, providing more than one example and opportunities for revisiting, recycling and reviewing.

Older students who have not studied language formally in school from the early Years may commence their learning in Band 1. Teachers and Elders would then decide age-appropriate learning and assessment activities, depending on the students and their abilities. These students may achieve Band 1 in less time and move on to the next Band.

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

By the end of Band 1 students

Listening and Speaking

- LS1.1** Listen actively to Elders, familiar adults and classmates, and describe some information or ideas by retelling, roleplaying, drawing or answering questions.
- LS1.2** Prepare and present simple oral presentations to classmates or familiar adults.
- LS1.3** Talk about people in their class, family or community who speak different languages or talk different ways.
- LS1.4** Talk in sentences about more than one idea, using correct grammar for basic statements, questions and commands, simple linking words, and some new words they have learned.
- LS1.5** Understand and use a small range of hand signs for animals, family and instructions.
- LS1.6** Recognise sounds, syllables and some word endings and beginnings in spoken words, stories and songs. Clearly pronounce most sounds in words and some sounds separately.
- LS1.7** Understand that there are different ways of communicating through spoken stories, songs and music and identify some of their features.
- LS1.8** Listen actively and remember some information from the teacher (eg in stories, videos) and take turns asking questions, playing games.
- LS1.9** Talk about what the teacher says, ask questions if needed, then follow instructions or answer questions.

Reading and Viewing

- RV1.1** Show understanding of a range of simple visual and performance texts, such as photos, videos, paintings and dances, by describing or retelling the main messages.
- RV1.2** Identify tracks and signs of some common animals, plants and seasons in the natural environment.
- RV1.3** Read along the words of a story or sing the words of a song with the teacher.
- RV1.4** Identify some symbols, designs or patterns in visual or performance texts.
- RV1.5** Identify some features of written texts, eg title, letters, turn the page when it's time, match words on the page to flashcards etc.
- RV1.6** Use pictures and symbols to talk about what is in a visual text before reading or viewing it.

Representing and Writing

- RW1.1** Create some simple visual texts to communicate ideas and learning.
- RW1.2** Understand that language can be written down, eg suggest words or sentences for the teacher to write down.
- RW1.3** Create simple written texts such as labels and picture captions by copying words and sentences.
- RW1.4** Write letters for some sounds correctly.
- RW1.5** Understand some different ways to plan and record their own ideas.



BAND ONE CONTENT

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
COMMUNICATION	<ul style="list-style-type: none"> Listen and speak formally and informally to Elders, teachers, familiar adults and classmates when learning in school, in the community and on Country. Hear and talk about some of the differences in the way people talk. 	<ul style="list-style-type: none"> Read and view with understanding some simple written and visual texts (pictures) and the natural environment. Talk about words that they see and hear in stories. 	<ul style="list-style-type: none"> Create simple visual (picture) and written texts to record their ideas and learning.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Listen to and talk about more than one idea, using appropriate grammar and a growing vocabulary. Understand and use basic hand signs to describe a few animals, family relationships and instructions. Hear sounds in words. Understand that there are many different ways of communicating when they speak. Talk about the choices they make when they speak. 	<ul style="list-style-type: none"> Recognise some ways that sentences are structured. Interpret some of the letters/symbols that are used in writing. Identify some of the different elements in written and visual texts. Talk about differences between formal story language and the language they use everyday. 	<ul style="list-style-type: none"> Write most letters and sounds correctly. Follow the conventions of writing: top to bottom of the page and left to right of each line. Begin to use words that describe parts of a text.
LEARNING HOW TO LEARN	<ul style="list-style-type: none"> Use some ways to listen actively and to make sure they understand. 	<ul style="list-style-type: none"> Think about what a story might be about in a range of visual and written texts before reading or viewing it. 	<ul style="list-style-type: none"> Start to plan how to record some of their own ideas.

BAND ONE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening and Speaking

Listen and speak formally and informally to Elders, teachers, familiar adults and classmates when learning in school, in the community and on Country.

- listening to and telling stories about experiences at school, at home, in the community and out bush
- preparing and presenting simple oral presentations, 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
- listening to stories, songs and poems and responding by:
 - remembering and talking about key ideas, new words
 - drawing pictures
 - talking about their favourite parts
 - roleplaying the main characters
 - answering questions about what they have seen or heard
 - saying what they think some words might mean
- 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 with understanding some simple written and visual (picture) texts and the natural environment.

- reading and interpreting simple charts and diagrams, such as family trees, classification charts, maps
- viewing photos, books or youtube videos to find information about a culture topic, community history or events
- showing some understanding of visual texts such as paintings, photos, designs, sand drawings and 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
- talking about ownership of stories
- 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 what might happen in a story before reading/viewing it in picture books and movies, using titles, covers and illustrations
 - talk about characters, what kind of people they are and why they do the things they do
 - talk about the information in factual texts and remember it for later
 - follow simple visual instructions
- finding and reading tracks in the natural environment
- identifying some main signs of animals, plants, seasons in the natural environment

Representing and Writing

Create simple visual (picture) and written texts to record their ideas and learning.

- making models, drawing/painting a picture, simple charts (classification chart, parts of the animal, parts of a plant), diagram (family tree), daily weather chart, simple maps, about a culture theme and label with known words
- creating posters to convey important messages about health and wellbeing or caring for Country
- drawing pictures of an experience, event in a story, etc. and telling the teacher words or a sentence about it to write (scribe) for them
- suggesting words and sentences for the teacher to write in student-directed group texts, eg about bush trips, learning experiences, etc.
- participating in re-writing familiar songs, rhymes and stories in a group



COMMUNICATION

Language
variation

Listening and Speaking

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

- listening carefully and noticing when different languages are spoken in the community; and talking about who speaks each language, when and why
- picking out words that older people use when they are talking about familiar things, compared with students or others who might not use those words
- showing respect for Elders

Reading and Viewing

Talk about words that they see and hear in stories.

- identifying some words that are different from the words they use everyday, such as hard words instead of an easy word, eg:
 - *mun-gugarlagarlaja* (hard); *lipalipa* (easy) for 'canoe' [Burrarra]
- talking about why these words are different (eg before there were different dialects, now everyone uses the same word)

Representing and Writing



LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Listen to and talk about more than one idea, using appropriate grammar and a growing vocabulary.

- using words that point to specific things, eg 'this' and 'that'; 'those' and 'these'
- talking in sentences using correct grammar, eg:
 - basic statements (I am going to the shop. It is hot.)
 - 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 some simple linking words when talking (and, but, then)
- using many pronouns correctly when talking (I, they, we, you)
- 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 (He went swimming. The dog ate my food.)
 - present (I am sitting. I like oranges.)
 - future tenses (I will go home.)
- use new naming words (nouns) related to topics learned in culture and their own interests
- use some common ways to talk about and describe, eg
 - size
 - colour
 - shape
 - position
- Understand and use basic hand signs to describe a few animals, family relationships, and instructions (eg come here, sit down, thirsty)

Reading and Viewing

Recognise some ways that sentences are structured.

- identifying how word order can change
- identifying the role of words in the sentence
- noticing that the role of some words might be signaled by a suffix (or prefix)

Representing and Writing

Developing strong language

LANGUAGE STRUCTURES AND FEATURES

Talking about
sounds

Listening and Speaking

Hear sounds in words.

- hearing and clearly pronouncing most sounds in words
- clapping out syllables
- listening for specific sounds and endings in words when listening to stories or when Elders and teachers are talking to them
- hearing and using sound patterns and rhythms in words through songs, rhymes and chants

Reading and Viewing

Interpret some of the letters/symbols that are used in writing.

- saying the sounds that some letters represent, using a sound chart
- recognising and naming some letters
- recognising their own name/skin name when written
- pointing to words of a song as they sing them

Representing and Writing

Write most letters and sounds correctly.

- writing their own name, skin name, clan names, family name or name that they use at this age
- write letters for some sounds correctly

How texts work

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

- listening to and responding to stories told by different people and in different situations e.g.:
 - telling 'stories' of what happened in camp to classmates
 - listening to Elders telling stories on Country
- understanding that songs, dance, music and associated visual designs and paintings carry messages
- identifying some of the features of spoken stories, such as:
 - what it is about (main messages)
 - who is in the story (animals, people)
 - where does it take place

Identify some of the different elements in written and visual texts (pictures, videos, dance, Country).

- viewing symbols that are used to support telling oral stories
 - sand stories, hand signs
- identifying the titles and covers of books
- following written stories from left to right and from top to bottom
- turning pages at appropriate times
- noticing punctuation such as capital letters, full stops and hyphens
- reading along with the teachers using appropriate intonation for full stops
- observing features and signs on Country
- understanding that dance and visual designs and paintings carry messages

Follow the conventions of writing – top to bottom of the page; and left to right of each line.

- dictating a text to be written by the teachers
- reading and re-reading a label or sentence that has been written down

Talking about
language

Talk about the choices people make when they speak.

- noticing the way that they listen and respond to Elders compared with the way they might talk to their classmates
- noticing that words can have more than one meaning; and making class charts of simple word definitions
- beginning to play with humour through jokes, riddles and word play

Talk about the differences between formal story language and the language they use every day.

- identifying words that are used to start and end stories, eg:
 - One day
 - Kale [E. Arrernte]

Begin to use words that describe parts of a text.

- talking about parts of a written text, such as:
 - words, endings, beginnings,
 - sentence
 - page
 - full stop, question mark
- talking about visual texts

LEARNING STRATEGIES

Listening and Speaking

Use some ways to listen actively and to make sure they understand.

- sitting and listening closely, showing respect to teachers and Elders
- joining in learning by telling what they know
- asking for more information from other speakers
- 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 ways to think about what a story might be about in a range of visual (pictures) and written texts before reading or viewing it.

- talking about the owners and tellers of the stories, or the painter of a design, the Dreamings and Country they are connected to
- talking about symbols that are used in sand stories, paintings, designs
- using the title and illustrations to explain, before reading it, what a story might be about
- identifying some familiar words in chunks of text, including known words and parts of words

Representing and Writing

Start to plan to record some of their own ideas.

- brainstorming
- using a picture such as a drawing or photo

Learning how to learn

BAND TWO OVERVIEW

Band Level Description

In Band 2 students will continue to develop their vocabulary and grammar through listening and responding to strong language as used by older people and engaging in real-life, meaningful activities. They continue to build vocabulary that relates to a wider range of topics and includes some specialised language.

Students engage in a range of listening activities and build oral proficiency, through responding to rich language input and opportunities to engage in meaningful communication with classmates, teachers, community members and Elders. They continue to become aware of the way that language works, through interaction with a wider range of spoken, written, visual and multimodal texts, including hand signs.

They will continue to apply their understandings of reading and writing to their own language, through interaction with a wide range of written texts.

Students learning in Band 2 will usually be in Years 3 and 4 at primary school. Learners at this level are expanding their social networks, experiences and abilities in language, including English language. They will be starting to read and write to communicate in English. They will benefit from varied, activity-based learning that builds on their interests and capabilities, and makes connections with other areas of learning. Teachers will provide models and examples, and introduce the language, concepts and resources that will be required to complete learning activities.

Older students who have not studied language formally in school from the Early Years may be learning at Band 2 level. Teachers and Elders would then decide appropriate age-appropriate learning and assessment activities depending on the students and their abilities. These students may achieve Band 2 in less than two years and move on to the next Band level.

Cultural Understanding and Knowledge

In Band 2 the content and learning supports students to elaborate on what they have recognised and identified in Band 1. This can include naming or listing different things, providing details and explaining how things work.

Students describe their relationships to Country and each other through kinship and ceremony. They describe practices that help them to grow up strong, and describe traditional ways to source and prepare food, water and medicine at different times of year, and to talk about ways people care for Country.

Achievement Standard

By the end of Band 2 students

Listening and Speaking

- LS2.1** In pairs or small groups, perform and talk in front of other people.
- LS2.2** Pay attention when they listen to teachers, Elders and students, ask and answer questions, retell stories and information, talk about ideas and suggestions.
- LS2.3** Understand that there are different ways of communicating, depending on relationships, different occasions (ceremonies), etc.
- LS2.4** Understand and use language more strongly, including all sounds, most pronouns and pointing words, different ways of describing things, and special words for topics in Culture and Learning Areas.
- LS2.5** Understand and use some harder grammar, including more ways of using verbs and nouns, and more ways to join sentences.
- LS2.6** Understand and use hand signs for common animals, family relations and instructions.
- LS2.7** Explain that there are words in the language that come from other languages.
- LS2.8** Talk about word meanings (same, similar, opposite).
- LS2.9** Have a go at new ways of talking.
- LS2.10** Think and plan before giving a talk, and think about and explain what they will do before they do it.

Reading and Viewing

- RV2.1** Read a range of short, simple written texts and show understanding of familiar words and sentences, with some support.
- RV 2.2** View simple visual (picture) texts such as charts, diagrams, posters, paintings; and show understanding of the information and ideas shown by familiar symbols and layout, with some support.
- RV 2.3** Identify and interpret common signs in the environment, and information from animal tracks, to tell a story

- RV2.4** Recognise most letters and their speech sounds, and use this knowledge to sound out short familiar words.
- RV2.5** Recognise the main organisational features of simple written and visual texts, such as title, author, illustrator, sentences, basic punctuation, alphabetical order, images, symbols and icons, captions; and use this knowledge to gain meaning.
- RV2.6** Have a go at reading and understanding short new words by using strategies, such as breaking them into syllables, sounding them out to teachers/Elders, recognising the parts of speech (kinds of word) from word endings and/or beginnings, and practising reading syllables and parts of words quickly.

Representing and Writing

- RW2.1** Write some different kinds of short, simple texts, with familiar words.
- RW2.2** Create some different kinds of simple visual (picture) texts such as posters, charts, sand stories, paintings, diagrams, with familiar symbols and images.
- RW 2.3** Write letters for most sounds, and represent words with sounds so other people can recognise them.
- RW 2.4** Use basic organisational features to create simple visual (picture) and written texts, such as heading, position on page, punctuation, spacing.
- RW 2.5** Plan, discuss and review their own written and visual texts, using some different ways such as brainstorming, mind maps, story maps.
- RW 2.6** Have a go at writing new or unfamiliar words by sounding out, using familiar parts of words, and checking their spelling.



BAND TWO CONTENT

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 & OUTCOMES

	Listening and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> Listen to and talk to Elders, classmates, and teachers in the right way, when learning out bush and in class. Change their speech depending on what they are talking about, who they are talking to and where they are. 	<ul style="list-style-type: none"> Read and view with understanding some simple written and visual texts, using familiar symbols and written words and sentences about culture/theme topics, with some help from the teacher. Use signs and tracks in the environment to tell a story. 	<ul style="list-style-type: none"> Create simple visual and written texts about a culture theme or other content.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Understand and use more complex language, including correct grammar and a range of vocabulary for different topics. Understand and use hand signs for common animals, family relations and instructions. Understand, use and explain meanings of words, including same (synonyms), opposite (antonyms), and words with more than one meaning. Talk about different kinds of words (parts of speech). 	<ul style="list-style-type: none"> Increase and develop vocabulary across a range of topics and text types by reading and viewing texts. Recognise most letters and their speech sounds. Recognise and use organisational features of texts to gain meaning. Recognise different kinds of words (parts of speech) in a written text. 	<ul style="list-style-type: none"> Continue to develop accurate grammar and a broad range of vocabulary related to topics from culture/themes. Write letters for most sounds. Use basic text conventions when creating simple visual and written texts. Recognise how they can write new words by combining familiar parts of words.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Use listening and speaking strategies to support learning. 	<ul style="list-style-type: none"> Use a range of strategies to interpret visual and short written texts. 	<ul style="list-style-type: none"> Use some strategies to plan, make up and review their own work.

BAND TWO CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening and Speaking

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

- listening closely to speakers and responding to their questions, information, ideas and suggestions they are making
- making comments to talk about the ideas they have heard
- talking and performing 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 a personal experience
- providing details when talking about things

Reading and Viewing

Read and view with understanding some simple written and visual texts, using familiar symbols, written words and sentences about culture/theme topics, with some help from the teacher. Use signs and tracks in the environment to tell a story.

- reading and interpreting information from simple charts, diagrams, posters, paintings, class-made texts, simple readers, picture dictionaries
- reading and showing understanding of a range of short, simple text types, eg:
 - putting sentences or captions in order to show a sequence of events in a story or steps in how to make something
 - matching word cards to words in a book or on a chart
 - matching written words and pictures
 - pointing to the right word or sentence on the chart or book when the teacher asks a question
 - drawing pictures to show a word, sentence, event or step
- matching tracks with the name or picture of the animal
- telling or roleplaying a story from an animal track, eg where it's going, how fresh it is (old or new), how fast it's going, how big it is
- identifying common signs of animals, plants and seasons in the natural environment, eg calendar signs (such as plants, birds) and the bush foods they tell about

Representing and Writing

Create simple visual and written texts for a culture theme or other content.

- making drawings, models, paintings, films, posters or charts about stories; activities and experiences that happen at home and in the community, or out bush; or a theme from the culture program
- using known symbols for telling a story in pictures, eg sand stories, paintings, traditional designs
- labelling pictures and diagrams with familiar words
- writing different kinds of texts with familiar words in one or two sentences, eg explaining the steps for making a bush medicine or tool; writing a story that Elders tell
- recognising and drawing animal tracks (eg on paper, in sand)

COMMUNICATION

Listening and Speaking

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 your brother or cousin
 - talking to an Elder
 - participating in a ceremony
 - talking in a big group
 - talking to babies

Identify borrowed words in the language, eg loan words from English and other Indigenous and non-Indigenous languages.

- *mutukayi* – Warlpiri, from English ‘motor car’
- *lipalipa* – Burarra, from Macassan ‘canoe’
- *pujikati* – Tiwi, from English ‘cat’

Reading and Viewing

Representing and Writing

Language variation

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Understand and use more complex language, correct grammar, hand signs and a range of vocabulary for different topics. Hear and say all sounds correctly.

- using words for 'this' and 'that' correctly
- using most pronouns correctly, eg: singular, dual, plural, 1st 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, stretched, used to stretch, will stretch, stretch!) [Wangurri]
- 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
- recognising some words and structures from older people's language
- understanding and using some special language when talking about kinship, country, the natural environment and other learning areas, eg a bag/basket for everyday use vs. a bag/basket used for holding cycads
- understanding and using ways of describing things, such as adjectives, 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
- understanding and using hand signs for common animals, family relations and instructions (eg There is a kangaroo, Bring my spear)

Reading and Viewing

Increase and develop vocabulary across a range of topics and text types by reading and viewing texts.

- using new words they learn from books, videos etc. to talk about a broad range of things

Representing and Writing

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, including:
 - discussing the choice of words that would be most suitable for the purpose
 - suggesting words and sentences for the teacher to write

Developing strong language

LANGUAGE STRUCTURES AND FEATURES

Talking about sounds

Listening and Speaking

Hear and pronounce all sounds and identify parts of words.

- identifying parts of words including beginnings and endings
- identifying sounds and syllables including at the beginning in the middle, and at the end of words

Reading and Viewing

Recognise most letters and their speech sounds.

- saying the sound for most letters
- quickly saying most syllables when they see them, eg on flash cards
- using letter and syllable cards to build words
- sounding out short familiar words

Representing and Writing

Write letters for most sounds.

- spelling words by saying them slowly, listening for each sound and writing the correct letters for the sounds

How texts work

Identify and use some ways of organising simple spoken texts.

- introducing themselves and what they are talking about at the beginning
- linking ideas in different ways (eg after that, soon, because, if)
- ending appropriately, eg *kale* (finished) [E. Arrernte]

Recognise and use organisational features of texts to gain meaning.

- finding familiar, short words in a dictionary, according to alphabetical order or topic
- explaining how words in a dictionary are organised – in alphabetical order or by topic
- recognising some of the main organising features of visual texts such as posters, videos, films, paintings and sand stories, including:
 - images – location, people, animals, objects
 - symbols or icons
 - colours
 - words – titles, headlines, captions, size
- recognising the main organisational features of written texts, such as:
 - headings/titles
 - writer or author, illustrator
 - sentences
 - punctuation – full stops, commas (breath marks), talking marks, question marks

Use basic text conventions when creating simple visual and written texts.

- writing captions and stories with sentences, using appropriate punctuation, position on the page, spacing
- creating a range of posters and charts, thinking about and choosing appropriate symbols, images

Talking about language

Understand, use and explain words that have the same meaning, the opposite meaning and more than one meaning.

- building class word lists with meanings
- identifying and building collections of words that mean the same
- identifying and building collections of words that are opposite in meaning

Talk about different kinds of words (parts of speech).

- naming words (nouns), eg kangaroo, axe
- action words (verbs), eg hop, chop
- describing words (adjectives), eg big, hairy, sharp
- pronouns, eg I, you, you and me, they
- pointing words, eg this, that, here, there

Recognise different kinds of words in a written text, as appropriate to the language.

- identifying naming words or action words by recognising common word endings or beginnings
- showing some understanding of the classification of words within parts of speech, eg:
 - gender (male/female) in nouns

Recognise how they can write new words by combining familiar parts of words.

- building words by adding endings (suffixes) or beginnings (prefixes).

LEARNING STRATEGIES

Learning how to learn

Listening and Speaking

Use listening and speaking strategies to support their own learning.

- 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

Reading and Viewing

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

- practising reading syllables and familiar words and parts of words quickly
- breaking words into syllables to sound out new words
- working out the meaning of unknown words, using a range of clues, eg:
 - letters, sounds, syllables and parts of the word (eg recognise word endings and/or beginnings)
 - knowledge of the topic
 - pictures
- thinking of what the word is likely to mean at that point in the text
- asking teachers, family members or Elders about new words and phrases
- self-correcting when reading short words to make meaning
- keeping a journal (audio, video, written or pictures) to record and comment on texts read or viewed

Representing and Writing

Use some strategies to plan, make-up and review their own work.

- planning and discussing ideas using brainstorm, key ideas,
- using simple visual ways of organising ideas, eg story map, timeline to record before creating a text
- discussing the texts to be produced and effective ways of expressing ideas
- practising writing syllables, common words and/or parts of words, in order to become quicker
- writing words by sounding out the syllables and sounds
- checking spelling, eg by repeating the syllables in a word and checking each syllable is written
- keeping a written or audio/visual journal that records the learning journey

BAND THREE OVERVIEW

Band Level Description

In Band 3 learners will be using language for more and more purposes and in widening situations outside the family and school. They will be:

- expanding their experiences and the ideas they talk about
- expanding the range of people they are listening and talking to
- developing skills for problem solving and decision making
- reflecting on their own learning
- taking more responsibility for their own learning and behaviour.

Students should be using written language to communicate independently in English.

In the L1M pathway they will listen to a range of language from different sources including formal language used by the old people. They will have discussions and conversations with a wider range of people, including older people and people outside the school. They will listen to what others have to say, engage in debate and discussions and make oral presentations individually and in a group. These oral presentations are developed through researching and organising information, and structuring the presentation by selecting the right language for the audience.

They are able to choose correctly from a growing vocabulary and understanding of the grammar of the language.

While students will be working more independently, they will be provided with on-going support, including explicit instruction, structured modelling and scaffolding, and the use of appropriate materials and feedback.

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

Students learning in Band 3 will usually be in Years 5 and 6 of primary school.

Older students who have not studied language formally in school from the Early Years may be learning at Band 3 level. Teachers and Elders would then decide age-appropriate learning and assessment activities, depending on the students and their abilities. These students may achieve Band 3 in less than two years and move on to the next Band level.

Cultural Understanding and Knowledge

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 when there are things in both systems, eg families, or understandings about land ownership, and identify what is the same and what is different.

They will note the similarities and differences 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

By the end of Band 3 students

Listening and Speaking

- LS3.1** Listen and respond to teachers, Elders and classmates telling stories and presenting information, and remember the main ideas and other details.
- LS 3.2** Speak confidently and with respect about familiar ideas, experiences and information in class discussions and formal spoken presentations.
- LS3.3** Choose words and language that are appropriate for who they are talking to, where they are talking, and what they are talking about
- LS3.4** Discuss some differences in meanings and/or sound structures between words in their language and other languages they know.
- LS3.5** Have a go at interpreting through role-play: listen to a short, simple, familiar spoken text in one language, say it in the other language and discuss it.
- LS3.6** Understand and use some strong grammar, including strong ways to join sentences, ways to build words, all parts of action words and naming words, all pronouns and pointing words, and special words from topics they have studied.
- LS3.7** Understand and use many hand signs, including all family signs and most animal signs at the right times.
- LS3.8** Discuss some features of different ways of talking in public, and how listeners respond.
- LS3.9** Listen and talk to teachers and classmates to check meaning, information, instructions, get and give feedback, to help themselves and others learn.

Reading and Viewing

- RV3.1** Read some longer texts with written language, symbols and images they know, to find and discuss information, enjoy stories and read to others.
- RV3.2** Identify and interpret signs and tracks in the environment, recognising which ones are dangerous (eg snake tracks), and using some different signs to identify the times and seasons.
- RV3.3** Talk about the history of reading and writing in the language, their own family's experience of it, and about how people remembered stories and messages before the language was written down. They notice differences in the ways a story is represented when they read and view it in different forms (eg painting, story written in words).

- RV3.4** Participate in reading and translating short texts about familiar topics in English and their language, with other students and with support from the teacher.
- RV3.5** Know how to use a dictionary to find out the meaning of words.
- RV3.6** Recognise syllables and familiar words and parts of words quickly, and sound out unfamiliar words in syllables or parts, with support.
- RV3.7** Recognise some ways that longer or bigger texts are organised, such as paragraphs, list of contents, and different parts of picture texts.
- RV3.8** Know and use some ways for getting meaning from texts, including how to work out unknown words, using knowledge of syllables and parts of words, and a dictionary. Know and use some different ways to remember words, information and ideas, such as charts and word maps.

Representing and Writing

- RW3.1** Create different kinds of short written, visual (picture) and multi-modal texts for different purposes such as presenting information, retelling stories, or explaining a procedure.
- RW3.2** Use familiar words, symbols and images confidently, and have a go at using new ones.
- RW3.3** Have a go at transcribing, by writing down some single spoken words such as place names.
- RW3.4** Use words, grammar and symbols that are appropriate for the kind of text being created, eg use some special words for the topic, choose appropriate pronoun and verb forms.
- RW3.5** Recognise and use some different ways of organising and presenting information and ideas in written and visual (picture) texts, such as numbering steps in a procedure, choosing where to place labels on a diagram, or joining sentences in different ways.



BAND THREE CONTENT

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 & OUTCOMES

	Listening and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATING	<ul style="list-style-type: none"> Listen and speak confidently with others about familiar ideas, events, and information in a variety of learning contexts. Change their speech appropriately, depending on who they are talking to, what they are talking about and where they are talking. Discuss what is the same and what is different in words with similar meanings in their own language and other languages they know. Have a go at translating short, simple, familiar spoken texts between English, their language and/or other languages they know. 	<ul style="list-style-type: none"> Read and view, with understanding, some longer, simple visual (pictures) and written texts using content and language they know. Talk about the history of reading and writing in the language. Notice the differences between the way a story is written or represented, eg in paintings. Translate short written texts between English, their language and/or other languages they know, with support from the teacher. 	<ul style="list-style-type: none"> Create short, written, visual and multi-modal texts using language they know, and trying out some new words. Have a go at writing down single words spoken by an Elder, language teacher or community member.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Use a range of complex grammar and some specialised vocabulary linked to culture/ themes studied. Understand and use hand signs for all family members, most animals, and give detailed descriptions while hunting and understand reasons for signing during sorry business and ceremonies. Recognise some features of public speaking in different contexts. 	<ul style="list-style-type: none"> Know how to use a dictionary to find the meanings of technical and special words. Recognise familiar words and parts of words quickly, and break unfamiliar written words into syllables. Recognise some of the ways that texts are organised. 	<ul style="list-style-type: none"> Use language that is appropriate to texts. Use common spelling patterns and combinations.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Listen to and talk to teachers and classmates to help themselves and others learn. 	<ul style="list-style-type: none"> Know some ways for getting meaning from texts, so they can identify, remember and reflect on information and ideas. 	<ul style="list-style-type: none"> Plan, make up, reread, correct and edit their own work.

BAND THREE 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.

- listening for a speaker's main ideas and supporting details, eg older people on Country; and teachers and classmates in class
- listening and responding to stories, information, opinions, ideas and suggestions
- planning, practising and presenting formal oral presentations
- sharing ideas/opinions/information, without dominating discussions
- participating in made-up or scripted plays
- joining in conversations at the right time
- following people speaking at a meeting

Reading and Viewing

Read and view, with understanding, some longer, simple visual (pictures) and written texts using content and language they know.

- identifying some simple, written information texts available to read in language such as Dreamtime stories, life histories, songs
- talking about what to read for enjoyment, interest and information, including:
 - discussing ownership of stories
 - identifying the main ideas in texts
 - answering questions about texts
 - retelling stories
- reading some simple caption and sentence readers to younger children from another class
- finding and discussing information from written and visual texts, including books, maps, diagrams, family trees, painting, designs
- following animal tracks with adults, recognising dangerous tracks
- interpreting signs in the environment, eg shadows, wind directions, tides, birds and animals, to tell time of day, month and seasons

Representing and Writing

Create short, written, visual and multi-modal texts using language they know, and trying out some new words.

- making photobooks, diagrams, powerpoints, posters with captions and labels
- writing labels for t-shirts and printing the t-shirts
- having a go at writing rock songs, country and western songs, raps, scripts for movies
- making a music dvd, film about a visit to Country
- sending email/Facebook messages to family members, other schools
- making a graffiti wall at the school

COMMUNICATION

Language variation

Listening and Speaking

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

- talking about who speaks what language to whom, when and where, and how they make the choice
- identifying words and phrases that are different from those used by older people, such as:
 - using English-based words, eg *biljitjuman* (policeman); *go!* (school) [Yolŋu languages]
 - using slang, e.g. *barrku* (far away), from English slang 'far out'.
 - Using baby talk, e.g. *manyi* for *māri* (mother's mother)
- picking out some words in stories they don't understand and talking about the words they would use

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]
- talking about the words that are in their own language and those that are in English, and some of the differences, eg:
 - kinship terms (eg grandmother in English, mother's mother and father's mother in many Indigenous languages)
 - words for kangaroo, wallaby and other small animals that are found in Australia but not in Europe
 - classifications such as 'birds' or 'animals' might be different from English in their language, eg: in Yolŋu languages, *miyapunu* is 'sea turtle', but is also a 'big name' for all airbreathing sea creatures. So a dolphin, *buļanybirr*, is a kind of *miyapunu*.

Reading and Viewing

Talk about the history of reading and writing in the language.

- 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, etc)

Notice the differences between the way a story is written or represented.

- reading and viewing the same story in different forms – written text, painting, designs.

Representing and Writing

COMMUNICATION

Interpreting, translating and transcribing

Listening and Speaking

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

- role-playing, eg listening to someone speak in one language and translating into another language for someone who doesn't understand, such as:
 - 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

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 a range of texts, eg song lyrics, or short articles in a community newspaper or school newsletter, or words on posters, signs at school (eg No Smoking)

Representing and Writing

Have a go at writing down single words spoken by an Elder, language teacher or community member, eg names of places, bush foods.

- listening carefully, repeating the word or name
- sounding out the word, writing the sounds they hear
- reading out what they wrote to check it with the Elder, teacher
- comparing spelling with other students
- checking spelling in the dictionary
- checking again, if necessary, with the Elder/ teacher, how to pronounce the word correctly

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Use a range of complex grammar, and some specialised vocabulary linked to culture/themes 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 and 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:
 - compounding, eg: back/yard; down/stairs; play/ground
 - use of prefixes, eg happy — unhappy and suffixes, eg: happy — happiness
- understanding and using hand signs for:
 - all family members and most animals
 - detailed descriptions while hunting
 - sorry business and ceremonies

Reading and Viewing

Know how to use a dictionary to find the meanings of technical and special words.

- practising dictionary exercises, eg alphabetical order
- searching meanings of technical words associated with topics such as:
 - turtle hunting, or cycad gathering and making cycad bread
 - hunting spears
 - gathering honey ants

Representing and Writing

Use language that is appropriate to texts.

- using an expanding vocabulary, including some older people’s language and technical words, to talk about a range of topics, including culture content
- using a range of symbols and designs to tell a story

Developing strong language

Talking about sounds

Recognise familiar words and parts of words quickly, and break unfamiliar written words into syllables.

- saying the sounds for most letters and syllables
- recognising common parts of words on flash cards, in books,
- breaking up long words they don’t know to sound them out in syllables or parts (with teacher support)

Use common spelling patterns and combinations.

- Having a go at writing known words, using common spelling patterns

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Reading and Viewing

Representing and Writing

How texts work

Recognise some features of public speaking in different contexts.

- listening to how people talk in:
 - radio announcements, news
 - football commentary or presentations
 - public meetings
 - church services or sermons
- 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, show they are listening, ask questions, clap

Recognise some of the ways that texts are organised.

- identifying the sequence of ideas in visual and written texts — what happened first, second, then, last
- identifying and explaining the different parts of visual and written texts, eg who is in the text, what happened, when and where
- Recognising the main organisational features of written texts, such as:
 - sub-headings
 - list of contents
 - paragraphs

Talking about language

Recognise different kinds of words, parts of words or sentences in a written text, as appropriate to the language.

- discussing the kinds of language that are used in different kinds of texts
- identifying some words or grammar in the texts that are not used everyday
- talking about how the language shows possession, eg part of or belonging to and the ways of expressing it

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 teachers 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 means
- asking questions to get more information
- 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 making suggestions about what they need to do to complete a task

Reading and Viewing

Know some ways to come to understanding meaning from texts, in order to identify, remember and reflect on information and ideas.

- working out the meaning of unknown words and phrases, based on:
 - background knowledge of the topic
 - what fits into the sentence structure and how the text is organised
 - letters, sounds, syllables and parts of words
 - words they already know, and how words are formed
- using word displays, mind maps and personal dictionaries to remember and recognise an increasing number of words
- using diagrams such as family trees, classification tables, maps and brainstorm to summarise information for future use
- using a dictionary to help understand new words

Representing and Writing

Plan, make up, reread, correct and edit their 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
- having a go at writing words they have not practised
- using resources such as class charts, dictionaries and spelling journals to check spelling

BAND FOUR OVERVIEW

Band Level Description

Band 4 will normally be for the Middle Years 7–9. These students will be speaking the language as their first language at home and in a range of social situations in the community. They will have been 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 and culture can be part of these.

Students will work in groups and independently, explore different modes and genres of communication that reflect their own interests. They plan, draft and present a range of more complex, varied, imaginative and informative texts, eg shared stories, songs/raps, podcasts, reports and journal entries. They use vocabulary and grammar with increasing accuracy and complexity, drafting and editing their work to improve structure and clarify meaning.

Students continue to expand their vocabulary to talk about topics and ideas beyond their personal experience and interests. They use a range of grammatical structures and language features to convey more complex ideas and experiences. They use descriptive and expressive language to create particular effects and to engage interest. They make connections between texts and cultural contexts, identifying the way that cultural values and perspectives are embedded in language.

They work with Elders, ranger groups and outside experts to complete projects on Country.

Students will 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.

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

While learners at this level should be working independently, they continue to hear, read and view extended texts. The teacher provides modelling and scaffolding to support language use in a range of contexts, and provides explicit instruction and explanation of language structures, vocabulary and abstract cultural ideas. Students explore the ways that language has changed, by accessing older texts and coming to understand the importance and ways of keeping language strong.

Cultural Understanding and Knowledge

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

Achievement Standard

By the end of Band 4 students

Listening and Speaking

- LS 4.1** Use the language for different purposes and in different situations, making choices about the language they use.
- LS 4.2** Make formal presentations based on the use of a range of reference materials (oral, written and visual texts including dictionaries) using complex grammar and specialized language used by Older people reflecting on their own presentations and identifying ways to improve.
- LS 4.3** Engage in activities where they translate between the language and English or other known languages and explain some of the issues involved in working between languages and comparing some of the differences in the grammars of the language.

Reading and Viewing

- RV 4.1** Read and view with understanding a range of written, visual and multimodal texts that express some complex ideas and using the strong language used by older people.
- RV 4.2** Explain the role of reading and writing in their own language and other Indigenous languages including some of the features of written texts compared to oral and visual texts.
- RV 4.3** Translate texts from English to first language and other community languages as appropriate taking into consideration that translation is not word for word.

Representing and Writing

- RW 4.1** Create a range of texts of one page or two more paragraphs for different purposes and audiences, using a mix of writing, audio and visuals.
- RW 4.2** Transcribe and edit a short oral text, discussing some of the differences between oral and written texts, and ways to transcribe some of the non-verbal features of language.
- RW 4.3** Plan, review and edit their own work, taking into consideration choice of words and language.
- RW 4.4** Participate in the digitisation, archiving and cataloguing of language resources to make them available for ongoing language work; and consider some of the ethical issues, such as ownership.



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 and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATING	<ul style="list-style-type: none"> • Listen and speak formally and informally about familiar and unfamiliar issues in different types of learning places. • Changing the language they use and the way they use it to suit the purpose and context. • Show understanding of the basic principles of professional interpreting. 	<ul style="list-style-type: none"> • Read and view, with understanding, written, visual and multi-modal texts, using the strong language and ideas of older people. • Explore the place of reading and writing in their life and in other Indigenous communities. • Understand the importance of safekeeping of language resources and how to access older texts and artefacts. • Translate and transcribe texts between English, first language and/or other community languages, in pairs or small groups. 	<ul style="list-style-type: none"> • Create longer texts for different purposes and different audiences, using a mix of writing, videos, audios, and pictures. • Understand that transcription means to write down a spoken text word for word; understand why transcription is important; transcribe a short simple spoken text.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> • Use a range of complex grammar and specialised vocabulary that older people use. • Discuss some differences between the sound systems of languages they know. • Discuss some differences between the grammars of the languages they know. • Identify and use some ways to introduce, explain and sum up ideas, reasons and information in oral presentations. • Understand and use hand signs for all animals, communicate detailed instructions while hunting, and know protocols for using hand signs during ceremonies and funerals. • Discuss some differences between the grammars of the languages they know. • Talk about the ways to make new words for new ideas and objects such as new technologies, introduced animals. 	<ul style="list-style-type: none"> • Identify and investigate words and symbols in texts that are different from their own. • Recognise all letters and sounds and spelling patterns. • Analyse texts to identify their organisation and language features with support. 	<ul style="list-style-type: none"> • Use knowledge of strong vocabulary and language structures. • Use some adult –like ways of structuring texts. • Develop skills in word definition.

LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
LEARNING HOW TO LEARN AND COMMUNICATE	<ul style="list-style-type: none">• Reflect on and do activities to improve listening and speaking skills, to learn the most possible.	<ul style="list-style-type: none">• Use a range of strategies to make their own learning strong.	<ul style="list-style-type: none">• Use a range of strategies to plan, make up, review and edit their own work for meaning and effectiveness.

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, such as:
 - 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 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 different kinds of written, visual and multi-modal texts, eg:
 - Dreaming stories
 - documentary films and videos about the community and cultural events
 - life histories
 - paintings
 - dances
 - maps
 - posters
 - old photos
 - charts of kinship systems
 - message sticks
- identifying the main ideas, information and messages communicated in the texts
- retelling the story or summarising the information presented
- identifying and explaining some imagery and language used, eg:
 - metaphor
 - clan designs
 - sign language
 - visual symbols
 - dance movements
- finding and recognising small signs of food, seasons and water, eg:
 - sugarbag hole high up in th, thin vine of yam)
 - following tracks and catching animals, recognising when an animal is injured

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 cultural theme, such as how to prepare bush medicines, make tools and artefacts or make fire, by creating:
 - short stories from stories about traditional Country
 - factual texts (two or more paragraphs, a page) about animals, technologies and tools, manuals; and where different bush foods grow
 - 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

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:
 - for 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 (e.g. church, council meeting, teacher); thinking about the ways these people use language to get their points across; trying out these ways of using language
- identifying and reflecting on the way teenagers speak (eg pronunciation, slang, different words, grammar)

Language variation

Reading and Viewing

Explore the place of reading and writing in their life and in other Indigenous communities.

- talking in language to older people in their family or the community about how they use reading and writing in language — what they read and write, when and where — and reporting back to class
- talking about how reading and writing is used in school
- trying out some new ways of reading and writing the language for their own interests out of school, eg:
 - Facebook
 - texting
 - posters for sporting and community events
 - health posters
 - Work Health and Safety signs
- contacting other Indigenous communities in different places in the NT, other states and territories, or other countries to find out about how they use reading and writing in language in their communities

Representing and Writing

Show understanding of the basic principles of professional interpreting.

- role-playing how to interpret in simple 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, dialogues, posters;
- discussing how to explain elements that involve cultural knowledge and understanding; words not found in one language or the other.
- comparing the way they interpreted particular sentences or phrases with the way others have, noting differences and considering why these occur

Interpreting, translating and transcribing

Translate texts between English, first language and/or other community languages, in pairs or small groups.

- reading and translating a variety of texts, eg:
 - stories, recounts
 - opinions
 - reports, factual texts
 - songs
 - manuals
 - information from the clinic
- understanding that translation is not word for word
- thinking about and discussing ways to translate picture language (idiom, metaphor); and ideas connected to culture such as kinship terms, land ownership, the way people hide shame, euphemisms

Understand that transcription means to write down a spoken text word for word. Understand why transcription is important and 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

LANGUAGE STRUCTURES AND FEATURES

Developing strong language

Talking about sounds

Talking about language

Listening and Speaking

Use a range of complex grammar and specialised vocabulary that older people use.

- talking about ideas and concepts such as how society works, eg land ownership, authority, permission, responsibility, using old people's language
- talking about clan languages in some areas where they exist

Reading and Viewing

Discuss some differences between the sound systems of the languages they know.

- Yolŋu language words for English 'to the beach':
 - Djambarrpuyŋu *raŋjili*
 - Gupapuyŋu *raŋjili*
 - Wangurri *raŋji*

Representing and Writing

Use knowledge of strong vocabulary and language structures.

- creating texts (two or more paragraphs, one page) and using some 'difficult' or 'old' words and concepts, depending on the message and audience

Discuss some differences between the grammars of the languages they know.

- discussing the way that the languages they know work, eg:
 - the pronoun systems
 - word order in sentences
 - how to express the subject of the sentence
 - how to express location
- discussing some differences between the grammar of the language and English

Talk about the ways to make words to talk about new ideas.

- identifying new ways to use old words

Recognise all letters and sounds and spelling patterns.

- using knowledge of letters and spelling patterns to sound out words they don't know

Identify and investigate words and symbols in texts that are different from their own.

- using a dictionary or asking Elders what is different about the words or symbols, eg:
 - different dialects
 - special meaning (eg different words for shellfish opening and flowers opening)
- identifying and explaining some picture language used, eg:
 - metaphor
 - clan designs
 - hand signs
 - symbols
 - sand stories

Develop skills in word definition.

- creating personal and class dictionaries
- building sets of words that show difference within a similar set of meanings (word clines), eg
 - freezing, very cold, cold, tepid, warm, very hot, boiling
 - I could eat a horse, I'm starving, I'm hungry, I'm peckish, I'm full, I'm stuffed

LEARNING STRATEGIES

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 studies on a topic, e.g. different outside presenters, witnesses in court, news broadcasts, radio/TV programs, 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

Reading and Viewing

Use a range of strategies to make their own learning strong.

- observing when and where people read in first language in the community; and recording the information, using diagrams, timelines, story maps, concept maps
- using a dictionary to help understand new words and phrases
- contributing to a dictionary, language app or other kind of word list, eg adding new words or missing words, making picture dictionaries or topic dictionaries
- using a range of reference sources, eg LAAL, AIATSIS, archives, language centre collections, community and school libraries
- reflecting on their own reading and learning in first language

Representing and Writing

Plan, make up, reread, correct and edit their 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
- having a go at writing words they have not yet practised
- using resources such as class charts, dictionaries, spelling journals to check spelling

Learning how to learn

GLOSSARY OF TERMS

Adjective/ describing word	A word used to describe a person, place, thing, feeling, idea, eg in English, <i>big, hot, happy, difficult</i> . In some languages, adjectives and nouns are grammatically the same.
Adverb	Tells us how, when or where something happens, eg in English: 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'
Agreement	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 noun class , and the describing word 'sharp' must have a masculine noun class prefix .
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
Analyse	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.
Antonym	An opposite meaning, eg hot is an antonym for cold
Archiving	Keeping resources (eg books or tapes) in a safe place like a Literature Production Centre, or sending them away to be kept safe in a place like AIATSIS, LAAL at CDU. Sending valuable documents away is good archiving practice, in case a fire or flood occurs in the school.
Bound pronoun	A pronoun that is not a separate word but that has to be joined to another word as a prefix or a suffix (See free pronouns) 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'

CALL	Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education
Case	<p>Tells us the function of a noun or pronoun in a sentence, eg who is doing something, where someone is going, who something belongs to, where someone or something is located. In most Australian languages, case is marked by suffixes. (In English, these functions are shown mainly by the position of the word in the sentence or by using prepositions.)</p> <p>Warlpiri Ngarrka-ngku wawirri panturnu. 'The man speared the kangaroo.' man-actor kangaroo speared The suffix -ngku shows who did the action. Palya kalu mani marna-jangka. 'They get wax from spinifex.' wax present-they get spinifex-from The suffix -janga tells us that the wax (palya) is from something (marna 'spinifex').</p>
Case	Upper case means capital letters, and lower case means small letters.
Case marking	The forms (usually suffixes) that tell us what case a word is. In the examples above (see case), the suffixes -ngku and -janga are the case markers.
Class	See noun class.
Chunks of text	A word, several words or several sentences together.
Cohesive	Using words and grammatical features to link ideas expressed in different sentences through the whole text.
Colloquialism	<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>
Compound sentence	<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>

Compounding	<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>
Conditional	<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>Ŋuli 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>
Conjunction	<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>
Context clue	<p>Something that helps us to understand the meaning of a written or spoken text.</p>
Contextual cue	<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>
Contextual support	
Decode	<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>
Decoding skills	
Demonstrative	<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>
Describing word	<p>See adjective</p>

Discourse structure	The way in which spoken and written texts are organised, eg which ideas come first, how some ideas are shown to be important, how different ideas are brought together so that the text makes sense. Cultures organise their texts in different ways (See thematization).
Dual forms	Used for referring to two people or things, eg Eastern/Central Arrernte <i>Mpwelē</i> school-ntyelē? 'Have you two come straight from school?'
Etymology	The study of the history of words, eg the English word <i>education</i> comes from the Latin language. The Burarra word <i>japalana</i> 'billycan' comes from the Macassan language.
Expository text	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.
Figurative language	A special way of saying something to catch people's attention or make them feel something. In figurative language, we use words with a different meaning from what they usually have. English Her eyes were <i>like</i> stars. In this example, we are describing someone's eyes, and we ask people to imagine stars. Stars are bright and shining, and that is what her eyes were like. Figurative language includes metaphors , similes , exaggeration and many other word types.
Free nouns	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 bound noun meaning 'fire'; it is incorporated into the verb .
Free pronouns	(See bound pronoun). Ndjébbana <i>Njirrabba</i> Ndjébbana njarra-ngúdjeya. 'We speak Ndjébbana.' we all(not you) language name we all (not you)-speak In this example, <i>njirrabba</i> is a free pronoun. It is a separate word. <i>Njarra</i> is a bound pronoun . It is a pronominal prefix which must be joined to the verb stem 'speak' (see bound pronouns).
Function	See word function
Gender	Masculine and feminine are the two genders. In some languages, like Tiwi, all singular nouns are either masculine or feminine. Masculine groups and feminine groups of nouns can also be called noun classes .
Grammar	The way words are put together in a language to make sentences and texts.
Head word	The word listed in the dictionary. The head word is the word you have to look up, eg in English dictionaries, walk appears as a head word and 'walks', 'walking', and 'walked' appear in the entry for walk

Idiom	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')
Implied	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.
Incorporation	The process of forming a complex verb by using a noun (or a word from another part of speech) within a verb. The same meaning can usually also be expressed by a simple verb and free nouns. 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.'
Infer	Work out from evidence and thinking or reasoning.
Intonation	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.
LAAL	Living Archive of Aboriginal Languages, a digital archive of written materials in Aboriginal languages of the NT at Charles Darwin University.
Linking words, Linking devices	Words or parts of words that are used to join sentences or clauses together. Examples in English are and, but, if, because. (See conjunctions)
Literal	Basic or original meaning stated clearly in words.
Locational words	Words that tell us where something happened, eg in English inside, nearby. (See also adverbs .) Gumatj <i>Galki ŋayi yukurra nhina</i> 'He or she is sitting close by' <i>Close-by</i> he/she continuous sit
Metaphor	Using a word or phrase to compare one thing to another, but instead of saying one thing is like the other thing (a simile), saying it is that other thing (eg calling someone who turns up after all the hard work is done Blister). We sometimes use metaphors as a way of explaining something, eg Indigenous educators have used the idea of saltwater and freshwater streams coming together as a metaphor to talk about the place of Indigenous and non-Indigenous knowledge.
Multimodal	Multimodal texts or literacy include different ways of representing knowledge and making meaning. They can include spoken, song, sign, dance, art, film, writing.

Nominalisation	<p>Making a noun from a verb or another part of speech, eg in English communication from communicate, improvement from improve, continuation from continue.</p> <p>Eastern/Central Arrernte angke 'speak' <i>angkentye</i> 'speaking, language' In this example, adding the suffix 'ntye' makes a noun from a verb 'angke'.</p> <p>Burarra lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something' In this example, the prefix -gu- goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, an- here. (see prefixation, suffixation)</p>
Noun	A 'naming word for people, animals, things, places, ideas
Noun class	Many Top End and Kimberley languages divide their nouns into different groups, eg in Tiwi, all nouns are either masculine or feminine or plural (see gender and number). Some languages have many more noun classes, eg Burarra has four noun classes. Murrinh Patha has 10 noun classes, which group words according to their meaning, such as Aboriginal people, non-Aboriginal people and animals, fresh water, flowers and fruits of plants, fire.
Noun phrase	<p>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.</p> <p>Murrinh-Patha <i>ngatan wananggal ngayi</i> 'brother doctor I' 'my doctor's brother'</p> <p>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.'</p>
Number	Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are singular , dual , plural .
Paraphrase	To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.
Particle	<p>Words with a grammatical meaning and that do not have a suffix or a prefix.</p> <p>Djambarrpuyngu <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</p> <p>Wubuy <i>wulguy</i> 'it's quite true that', 'although' <i>yingga muga</i> 'thought mistakenly that ...'</p>
Parts of speech	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.

Passive	<p>In English, a passive sentence is one where the person or thing who is the receiver of the action comes first. The doer of the action can be put at the end in a phrase starting with 'by'.</p> <p>English <i>The dog was bitten (by a snake).</i></p> <p>We could also talk about the same event using an active sentence, 'A snake bit the dog.' In the passive sentence, we are talking about the event from the point of view of the dog. Many Indigenous Australian languages do not have a passive.</p>
Person	<p>A grammatical term that refers to different types of pronouns. Pronouns can be 'first person', 'second person' or 'third person'. First person refers to 'I' and 'we', second person refers to 'you', 'you two', 'you all' and third person refers to 'he', 'she', 'it', 'those two', 'them'.</p> <p>some examples of person in Warlpiri pronouns 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>
Plural	<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 dual number, plural means 'more than two'.</p>
Prefix	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often pronouns or show noun class; sometimes they also show tense or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called prefixing languages. Some Australian prefixing languages are Burarra, Murrinh Patha, Ndjébbana, Tiwi, Wubuy.</p> <p>Wubuy <i>nga-burra</i> 'I sit' <i>ngangu-burra</i> 'I will sit' <i>Ana-marriny wu-burra ama-lhagayag-duj.</i> nounclass ANA-snake it ANA-sit nounclass MANA-sea-in 'Snakes live (sit) in the sea.'</p>
Prefixation	<p>The process of forming new words by attaching a prefix to a word. Sometimes the new word is a different part of speech from the original word.</p> <p>Burarra waykin 'up high' <i>an-muwaykin</i> 'belonging to up high'</p> <p>In this example, the prefix <i>-mu-</i> goes on the locational word waykin to make a describing word. The new describing word also has to have a noun class prefix, here <i>an-</i>.</p> <p>lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something'</p> <p>In this example, the prefix <i>-gu-</i> goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>
Prefixing languages	See prefix
Pronominal prefix	A prefix which has the meaning of a pronoun (see band pronoun).
Pronouns	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 bound pronouns, free pronouns, number).

Reduplication	<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>
Simile	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> .
Singular	One thing. (See also dual and plural)
Stem	<p>The main part of a word to which the suffix or prefix can be added.</p> <p>Djambarrpuyŋu <i>munathanŋur</i> 'on the ground'. '<i>munatha</i>' is the stem, '-ŋur' is the suffix.</p>
Suffix	<p>A part of a word that adds meaning at the end of a word. Suffixes on nouns can say who did an action and what they did the action to. Suffixes can also have meanings like those of English prepositions, eg 'to', 'from', 'at', 'about'. Suffixes on verbs often say when the action happened (tense). Most Australian Indigenous languages have suffixes. (See also case, stem.)</p> <p>Luritja Pupanyi-<i>la</i> 'at Papunya' Kiintuwu-<i>lakutu</i> 'to Kintore'</p>
Suffixation	<p>The process of forming new words by attaching a suffix to a word. Sometimes the new word is a different part of speech to the original word.</p> <p>Eastern/Central Arrernte atherrke 'green' atherrke+<i>lhe</i> 'look green' In this example, the suffix -lhe goes on the noun 'green' to make a verb stem 'look green'.</p> <p>Pitjantjatjara palya 'good' <i>palya-ri-ŋgu</i> 'got better, improved' In this example, the suffix -ri-ŋgu goes on the adjective palya to make a verb stem 'got better'. wangka- 'talk (verb)' <i>wangka-nytja</i> 'talking, talk (noun)' In this example, the suffix -nytja goes on the verb stem wangka- to make a noun.</p>
Synonym	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> .
Tense	<p>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>.</p> <p>Eastern/Central Arrernte <i>arlkweme</i> 'is eating' (present tense) <i>arlkweke</i> 'ate' (past tense) <i>arlkwetyenhe</i> 'will eat' (future tense)</p>
Text	The idea of text is used here is 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.

Thematisation	How the main meanings of a text are organised to help give the text its structure. (See discourse structure .)																									
Transcription	Transcription is the representation of language in written form. The source can be spoken or sign language or text in another writing system.																									
Verbs	<p>Most verbs are doing words such as <i>go</i>, <i>hit</i>, <i>eat</i> in English. Verbs also include words that refer to a state of being, such as <i>sit</i> or <i>stand</i> in English. They may also include words that are to do with thinking and feeling, eg <i>know</i>, <i>worry</i>, <i>like</i> 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.</p> <p>In Djambarrpuyŋu, the verb <i>nyarj'thun</i> 'eat' changes its suffix in different tenses.</p> <p>ŋarra ga nyoka' nyarj'thun 'I am eating crab now'</p> <p>bili ŋarra nyoka' nyarj'thurr 'I already ate crab today'</p> <p>In some languages, verbs can also carry meanings about number and person.</p> <p>In Ndjébbana the verb stem -béna has a prefix which tells us how many men there were:</p> <p>Yídja <i>ka</i>-béna 'The man went'</p> <p>Yídja <i>birri</i>-béna 'The two men went'</p> <p>Yídja <i>barra</i>-béna 'The men went'</p> <p>In some languages, the add-on part of a verb can mean 'not'.</p> <p>Warlpiri <i>Wati ka nyinami</i>, <i>wangkanjawangu</i> man present sit speaking-without 'The man is sitting without speaking'. The suffix '-wangu' means 'not'</p>																									
Verb conjugation	<p>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 <i>wangka</i>- 'talk', <i>patja</i>- 'bite', <i>pu</i>- 'hit' and <i>tju</i>- 'put'.</p> <p>Pitjantjatjara</p> <table border="1"> <thead> <tr> <th></th> <th>wangka- talk</th> <th>patja- bite</th> <th>pu- hit</th> <th>tju- put</th> </tr> </thead> <tbody> <tr> <td>present tense</td> <td>wangka-<i>nyi</i></td> <td>patja-<i>ni</i></td> <td>pu-<i>nganyi</i></td> <td>tju-<i>nanyi</i></td> </tr> <tr> <td>past tense</td> <td>wangka-<i>ngu</i></td> <td>patja-<i>nu</i></td> <td>pu-<i>ngu</i></td> <td>tju-<i>nu</i></td> </tr> <tr> <td>future tense</td> <td>wangka-<i>ku</i></td> <td>patja-<i>lku</i></td> <td>pu-<i>ngkuku</i></td> <td>tju-<i>nkuku</i></td> </tr> <tr> <td>imperative</td> <td>wangka</td> <td>patja-<i>la</i></td> <td>pu-<i>wa</i></td> <td>tju-<i>ra</i></td> </tr> </tbody> </table> <p>Some languages have a large number of verb conjugations, eg Ndjébbana has 23, plus some verbs which do not fit any of these groups.</p>		wangka- talk	patja- bite	pu- hit	tju- put	present tense	wangka- <i>nyi</i>	patja- <i>ni</i>	pu- <i>nganyi</i>	tju- <i>nanyi</i>	past tense	wangka- <i>ngu</i>	patja- <i>nu</i>	pu- <i>ngu</i>	tju- <i>nu</i>	future tense	wangka- <i>ku</i>	patja- <i>lku</i>	pu- <i>ngkuku</i>	tju- <i>nkuku</i>	imperative	wangka	patja- <i>la</i>	pu- <i>wa</i>	tju- <i>ra</i>
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imperative	wangka	patja- <i>la</i>	pu- <i>wa</i>	tju- <i>ra</i>																						
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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