

The Australian Curriculum

Subjects	Framework for Aboriginal Languages and Torres Strait Islander Languages
Year levels	Year 2

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with peers, the teaching team and visiting Elders/community members to share information, thoughts and feelings about family, friends, community, activities, events and experiences

[Key concepts: family, community, friendship, personal world, experience, responsibility, safety; Key processes: interacting, sharing, describing, recounting]

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Elaborations

interacting with peers, the teaching team and visiting Elders and community members, using appropriate ways of talking, including terms of respect and forms of address, and using sign language as appropriate

sharing and describing recent events, favourite pastimes and personal experiences, for example, a sporting event, a fishing or hunting trip, a trip to a waterhole, calling in on family or visiting a neighbouring community

collaboratively recounting experiences they have shared together, for example, trips to the bush or town, school events, sports days, meeting special guests

engaging in class and small group discussions, listening to others and exchanging ideas on topics such as healthy eating, safe behaviours, who to ask for help, responsibilities at home, school and in the community

talking in appropriate ways about feelings, thoughts, wants and emotions, for example, looking at pictures of people and discussing how they might be feeling or what might have happened to them; talking about what makes them happy, embarrassed, ashamed, angry or afraid and discussing possible strategies or responses when they experience such feelings

identifying trusted people in their community who can help them stay safe and healthy, and rehearsing ways of asking for help in a range of different scenarios

Participate in shared tasks and activities that involve following instructions, making things and cooperating with peers

[Key concepts: family, cooperation, play; Key processes: participating, active listening, following instructions, making, turn-taking]

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Elaborations

listening to, remembering and following instructions from an Elder/community member, for example, how to make traditional tools or prepare traditional foods

collaborating with others in art and craft activities, for example, gathering and using traditional materials such as ochre, nuts, twigs, bark, seeds, shells, feathers; decorating musical instruments/artefacts; making bush toys

participating in traditional and contemporary games, tasks and activities that involve turn-taking, guessing, matching and choosing objects, bush tucker collecting, sand story telling

working collaboratively with peers and the teaching team, for example, to adapt and perform action songs, make a class Big Book, design posters with a health or behavioural message, create a display, create and perform an item for school assembly

practising personal skills such as active listening and showing self-discipline and respect for others in interactive group situations

using appropriate phrases and expressions for turn-taking in games and activities

grouping and sorting bush food such as meat, food grubs, artefacts, leaves and tools into appropriate cultural categories

giving directions, for example, to guide others to locations or through an obstacle course

Participate in conversations and interactions that involve behaviours such as active listening, showing interest, asking questions and contributing ideas, information

[Key concepts: routine, consideration, contribution, appropriateness; Key processes: active listening, participating, responding, following instructions]

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Elaborations

participating in routine classroom exchanges, such as responding to the class roll, asking and answering questions, making requests and expressing opinions in appropriate ways

encouraging and praising others using appropriate language and interaction behaviours

negotiating and following class rules and demonstrating understanding of class/school/teacher/community expectations in relation to respectful relationships, right behaviour, and right ways of talking in class and at school

negotiating with class members and members of the teaching team, using respectful language for agreeing or disagreeing and considering how others might respond before expressing their views

building vocabulary and language forms for thinking and talking about school topics and routines

participating in and contributing to class discussions using appropriate strategies for turn-taking

using ways of talking and listening that are appropriate to particular activities, for example, sitting and listening to a story, paying attention to what the teacher is doing, joining in interactions such as singing or playing

learning and using appropriate language and actions to communicate their feelings in different situations

Informing

Locate/ discover/identify key information about Country/Place and community by exploring Country/Place and listening to stories from Elders and community members

[Key concepts: Country/Place, natural environment, Indigenous knowledge, the past, community life, health and well-being; Key processes: listening, reading, mapping, reading Country/Place, exploring, observing, recording, describing, classifying]

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Elaborations

listening and responding to Elders and community members telling stories about aspects of the past, for example, bush toys and children's games, hunting, fishing and gathering food, how food was prepared and cooked, implements used, animals that were eaten, ways of travelling from place to place, kinds of dwellings, how water was found

describing and recording different weather and seasons of their Country/Place in a picture diary or a series of paintings, annotating them with changes that occur throughout a year, including the seasonal behaviour of animals and what plants grow in particular seasons

learning to read Country/Place with Elders' guidance, for example, by looking for tell-tale signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair

recognising and drawing and labelling different animal tracks

investigating/exploring Country/Place with Elders/community members or park rangers, for example, by identifying different trees, plants, animals and insects, making leaf and bark rubbings, observing how different bush foods grow and are used, observing different animal behaviour, such as hiding by camouflaging, taking photos or drawing and writing captions and comments to make a class book

observing and describing different plants, for example, parts of the plant, plant size and shape of leaves and seeds, where/how they grow

observing and describing animals/living creatures, how they move, where they live (for example, in burrows and nests), what they eat, naming body parts, how they reproduce

classifying animals, plants and natural objects from the environment, using appropriate cultural categories, for example, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, wood/rock, rough/smooth, hard/soft, things that live in trees, in water, plants that grow together/alone

identifying, naming, and labelling key places and topographical features such as creeks, springs, rocky outcrops, water sources, estuaries, reefs, desert landforms, using some location and directional terms such as *up, down, near, north, south, east, west*

describing the direction and location of familiar places (near and far, above and below, beside and opposite)

identifying and labelling some important places in the built environment, for example, dwellings, settlements, community store, health clinic, art centre, ranger station, school, places to play, roads and tracks, describing and explaining their purpose and role and who works there

naming and discussing key ceremonies and social and cultural events, the times of year at which they occur and associated activities in the community

viewing local photos, videos, books, IndigiTUBE, to find information about cultural practices such as musical instruments used, performance paraphernalia

recording how frequently/ for what purposes they visit particular places, representing information on a graph or table with teacher guidance

identifying, talking about and describing artefacts, describing how they are used, how they are made and maintained, what materials they are made from

labelling, drawing and matching inside and outside body parts

learning and using vocabulary and expressions related to healthy living and eating, personal hygiene and fitness

Give factual information about family, friends, Country/Place and community using simple statements and descriptions, captioned drawings and photos

[Key concepts: daily routines and activities, events, Country/Place, community life ; Key processes: labelling, captioning, describing, contributing, recounting]

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Elaborations

representing aspects of their daily routines using different modes of expression, for example, by writing captions, descriptions or attaching word bubbles to drawings

creating a pictorial story to describe activities and routines they do at home, at school, in the community

contributing to a shared recount, such as a class photo story to report on an event, for example, a hunting trip, a school visit, an excursion or school or community celebration

creating posters to convey important messages, for example, in relation to health and well-being, caring for Country/Place

Creating

Participate in shared listening to, viewing and reading of texts, identifying and describing favourite elements, main characters and key events and responding through singing, dancing, drawing, movement and action

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips (IndigiTUBE)]

(ACLFWC006 - Scootle [↗](#))



Elaborations

participating in shared reading of traditional and contemporary stories and responding, for example, by sequencing and captioning pictures, drawing events in sequence, retelling and re-enacting with props or actions

predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions

illustrating and describing main characters and key events in stories, songs and performances

discussing their favourite characters or events in familiar stories, songs, performances, making simple evaluative statements and comparing each other's responses to the texts

identifying key animals, birds and other characters in stories, songs, performances and dances, recognising and describing particular patterns of movement and discussing the significance of particular dance elements

listening to Elders/community members telling stories from the local area, and responding by retelling parts of the story, for example, in the sand, in dot paintings, or through performance

listening to Elders/community members tell stories, identifying which stories belong to which natural features in the region/Country/Place and the significance of particular animals and natural species

identifying, naming and describing significant sites, landforms and other features of Country/Place

through which a travelling story passes

identifying and discussing key messages expressed in stories, song, dance and visual design

reading contemporary texts and recreating elements in new imaginative ways, using oral language, visual design, dance, digital technologies and performance

Create and present shared stories, songs and performances using familiar words and expressions that allow for exploration and enjoyment of **language**

[Key concepts: story, **performance**; Key processes: creating, narrating, retelling, singing, dancing, drawing, performing, shake-a-leg; Key **text** types: songs, raps, dances, stories, paintings and visual design, **performance**]

(ACLFWC007 - Scootle [↗](#))



Elaborations

making a shared Big Book or digital text based on an event, experience or selected characters or elements of favourite texts, using drawing, labelling, captioning and describing

creating own stories by sequencing a series of pictures and adding captions or commentary, or by creating a storyboard with labels

re-enacting or retelling simple stories, episodes or interactions with props, actions and gestures

creating new versions of contemporary songs and raps, substituting words and phrases such as animal names, places, geographical features, changing settings and adding characters, incorporating non-verbal forms of support such as clapping, gestures and facial expressions

creating new dance sequences, paintings and visual designs to tell a story, incorporating elements of traditional design

Translating

Translate words and expressions used in everyday contexts and situations, from the **language** into other known languages and vice versa

[Key concepts: similarity, difference, gesture, sign **language**; Key processes: noticing, translating, explaining]

(ACLFWC008 - Scootle [↗](#))



Elaborations

translating common words, expressions and gestures used in everyday contexts and situations from the language into other known languages and vice versa, using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures

playing matching-pair games using words and phrases used in everyday conversations in the language and in other languages

showing others how different signs and hand talk are used if applicable and explaining basic signs for things from the natural environment, for example, water, animals

explaining symbols and their meanings to others

recognising that every language has its own words, sounds and gestures that it uses to make meaning

Create simple print, oral, digital bilingual/multilingual texts, such as songs, wall charts, labels for the classroom, class rules, timetables

[Key concepts: meaning, code, [bilingualism](#); Key processes: creating, matching, captioning, sequencing]

(ACLFWC009 - Scootle [↗](#))



Elaborations

creating bilingual/multilingual word lists, wall charts, picture dictionaries, using vocabulary encountered in texts such as school signs and notices, songs and storybooks

creating simple bilingual texts, for example, school/classroom signs, school/classroom rules, timetables, charts, labels for objects used in the classroom and in the community

creating sets of matching bilingual word cards

creating and performing short bilingual/multilingual chants, songs, raps that move between the language and other known languages

performing simple presentations for the school community that involve elements from both the language and other known languages, such as a contribution to an assembly or a performance for the wider community

writing bilingual/multilingual captions for a photographic display about a class event or experience, such as sports day, caring for the school environment, reading night

Identity

Learn about and understand the concepts of kin, social groupings and relationships, and how these are connected to the natural environment

[Key concepts: [identity](#), relationship, kinship, family terms; Key processes: identifying, categorising, representing, explaining, creating]

(ACLFWC010 - Scootle [↗](#))



Elaborations

creating poster/kinship chart/tree depicting own family and labelling with appropriate kinship terms for immediate and extended family members

using sign language for kinship terms and immediate families (if appropriate)

identifying self as belonging to part of a family and/or social group, such as a footy group, representing relationships through drawing pictures, adding captions to photos or creating digital presentations

identifying skin names of self and immediate family members

recognising their own clans and other sub-groupings and the symbolic representation of these, for example, totems and personal relationships with plant/ animal species and Country/Place

talking about family names, given name/s, skin names and moiety as appropriate, for example, maternal versus paternal grandparents, presence or absence of birth order names, and other ways of referring to people

categorising names of students in the class into clans, moieties and other sub-groupings, and where appropriate their affiliations with the natural environment, for example, salt versus fresh water, north versus south wind

learning from Elders appropriate ways of interacting with others and behaving according to kin and other social groupings

identifying elements of their behaviours or relationships that mark their individual or community identity

inviting grandparents from different family groups to come and talk about family

identifying relationships and connections between themselves and other students in the group, considering the nature of groups and sub-groups within the school and larger community

creating family history/life stories, identifying values and practices that keep families strong, such as working together

Identify with Country/Place and understand connections between Country/Place and individuals and groups

[Key concepts: Country/Place, kinship, social groups, identity, connections; Key processes: identifying, naming]

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Elaborations

identifying which Country/Place belongs to their mother’s side and which to their father’s side

identifying and naming features of Country/Place that belong to their own family and kinship groups, using drawings, photos or presentations to explain to others

using appropriate language and behaviour when approaching particular sites of significance and other elements of Country/Place, for example, whispering, silences, making one’s approach known

acknowledging that their first language is a birthright which establishes their identity with respect to their Country/Place and its traditions

Identify their own songs, stories, dances and designs and their links to kinship systems

[Key concepts: [identity](#), kinship, History, story; Key processes: identifying, describing, talking about]

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Elaborations

identifying, listening to and talking about stories, songs and dances from their own traditional Country/Place and sub-groupings

describing body markings, designs and paintings relevant to their own identity

talking about how people are linked to song, story, dance and design through kinship systems

describing how story links plants, animals, people and protocols for visiting country

Reflecting

Notice how using the [language](#) and other known languages, including English, involve some different ways of communicating and behaving

[Key concepts: [language](#), [culture](#), [context](#), similarity, difference, respect; Key processes: noticing, describing, comparing, responding]

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Elaborations

noticing which languages they use in which contexts, for example, at home, when playing with friends, when talking with grandparents, at school when talking to teachers, at the community store, during visits to specific places on Country/Place

describing how it feels to use the language in the classroom compared to using it at home or in the community

developing language for talking about language and culture, for example, using terms such as ‘difference’, ‘Country’, ‘behaviour’, ‘two ways’, and considering questions such as ‘Why is ... like this?’ and ‘Why do people....?’

considering how they communicate with different friends and family members who speak different languages

Understanding

Systems of language

Use and recognise the sounds, [intonation](#) and rhythms in the spoken [language](#) and learn how sounds and words relate to written [language](#)

[Key concepts: sound system, writing system, sound–symbol correspondence, conventions; Key processes: listening, recognising, reading aloud]

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Elaborations

recognising the sounds and syllables of familiar spoken words

learning with the visual support of writing how speech sounds join to form syllables, morphemes and complete words and phrases

learning that the writing system represent sounds and meanings, associating individual sounds or a range of sounds with particular letters and combinations of letters

recognising the letters of the alphabet and knowing that there are lower and upper-case letters and that letters are arranged from left to right

noticing that different languages may share similar speech sounds

using knowledge of sound–symbol correspondences to isolate and read syllables, morphemes and familiar words

recognising high-frequency sight words and morphemes

recognising special alphabetic conventions, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter

using morphemes and syllabification to break up simple words and using visual memory to write more complex or less familiar words

checking for inclusion of relevant punctuation, including capital letters for sentence beginnings, full stops, question marks and exclamation marks

learning that written text in the language has conventions relating to words, spaces between words, layout on the page

using known words in writing and spelling new or less familiar words using developing visual and morphemic knowledge

reading texts aloud showing knowledge of sound–symbol relationships

Understand and use a developing vocabulary including topical and classificatory [language](#), recognising the function of different word types in the [language](#)

[Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing patterns, observing]

(ACLFWU015 - Scootle [↗](#))



Elaborations

understand and use vocabulary relating to familiar and unfamiliar topics, including synonyms and older words that might not currently be used so often

understanding that words have different functions, for example, words for things, words for actions

identifying common word classes, for example, *noun*, *verb*, using available terminology from the language as appropriate

recognising that sentences are key units for expressing ideas

recognising common prefixes and suffixes in the language and how they change a word's function

learning new words for everyday contexts and for a growing number of school and community contexts

recognising that the language may have words in common with nearby languages

observing some words in the language that are not found in English and vice versa

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages

[Key concepts: [communication](#), [narrative](#); Key processes: recognising, identifying, comparing]
[\(ACLFWU016 - Scootle !\[\]\(8af806fb1314382d09bc5ec5b767526c_img.jpg\)\)](#)



Elaborations

understanding that there are different ways of telling a story, such as Elders yarning, through song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand)

recognising that communication also occurs through sign language

understanding that texts have a purpose, for example, traditional stories, including hunting and travelling stories, paintings, songs and dances

understanding Country/Place as a text

identifying some features of narratives, for example, they are usually about journeys across Country/Place, involving landforms, people, animals and plants

recognising that writing, like speech, is rule-bound and involves following the conventions of different types of text

noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and written text

understanding that texts can take many forms; that they can be very short, for example, a sign, or quite long, for example, a story, song or multimodal presentation

recognising that written texts are made up of words, groups of words and illustrations or images that together make meaning

Language variation and change

Recognise that different words and [language](#) forms are used to address and communicate with people according to relationship and situation

[Key concepts: kinship, [context](#); Key processes: noticing, recognising, comparing]
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Elaborations

noticing that different forms of address and kinship terms are used depending on the relationship between participants

recognising that the way a person is related to another affects how he or she speaks and behaves

with that person, as in the case of mother-in-law talk or avoidance relationships, such as poison cousins

recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team in school

recognising that language used in particular interactions can vary between cultural contexts, for example, the different use of kin categories in the language

learning to use a different tone and style of language with different people

recognising that there may be different languages spoken in the community which can be distinguished by listening carefully

Recognise that languages borrow words from each other

[Key concepts: relatedness, word-borrowing; Key processes: identifying, recognising, comparing]

(ACLFWU018 - Scootle [↗](#))



Elaborations

recognising words in the language that are borrowed from English

recognising that some words in the language have come from other Indigenous languages

noticing that some words used in Australian English have come from Aboriginal or Torres Strait Islander languages, for example, 'billabong', 'dingo', 'kangaroo'

Language awareness

Recognise that their language is part of broader regional and national language diversity

[Key concepts: linguistic diversity, language shift; Key processes: identifying, recognising]

(ACLFWU019 - Scootle [↗](#))



Elaborations

identifying regions, places and communities where the language is spoken

mapping the different languages spoken in the class to create a language map or wall chart

identifying immediate neighbours and the languages they speak, recognising shared vocabulary across groups of neighbouring languages

recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia,

for example, by viewing Language maps of the region, the state and the whole of Australia

recognising the ecological regions of the Aboriginal and Torres Strait Islander languages, for example, desert, coastal, rain forest, sub-alpine, riverine and seas

recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed

Understand that language belongs to communities, and that language learning requires respectful and appropriate behaviour

[Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU020 - Scootle [↗](#))



Elaborations

understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians

demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members

Role of language and culture

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: Country/Place, Language, Culture, symbol; Key processes: noticing, recognising, questioning, making connections]

(ACLFWU021 - Scootle [↗](#))



Elaborations

exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, and unobservable elements such as beliefs and values, ways people think about themselves and others and relationship with the environment

recognising that beliefs and behaviours are woven into languages and cannot be separated from them

noticing how respect for Elders and Country/Place is built into the language

recognising significant symbols and features in the language and culture, for example, in song, visual design, dance moves

recognising that languages encapsulate values held about land and Country/Place, for example, caring for Country/Place

noticing how gestures and body language differ between cultures, for example, in relation to the use or avoidance of eye contact

noticing similarities and differences in language that relate to culture, such as the names of foods and animals particular to the climate and environment, and in cultural practices, such as the sharing involved in extended families, special times, story-telling and yarning

noticing that using the language and using English involve different ways of communicating, and considering what this reveals about cultural values or traditions

Role of language building

Recognise how Aboriginal and Torres Strait Islander languages are transmitted from generation to generation

[Key concepts: oral transmission, [language](#) maintenance and development; Key processes: noticing, recognising, considering, valuing]

([ACLFWU022 - Scootle](#) )



Elaborations

recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition

recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performances, songs and viewing Country/Place as text

recognising that language speakers are the most important primary source of language knowledge

considering why learning an Aboriginal and/or Torres Strait Islander language at school is important in maintaining and strengthening language use

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with each other, the teaching team and visiting Elders/community members, using [language](#) and gestures to greet and [talk](#) about self and family

[Key concepts: self, family and relationships; Key processes: interacting, sharing]

(ACLFWC130 - Scootle [↗](#))



Elaborations

participating in everyday exchanges, such as greeting and leave taking

interacting with the teaching team and visiting Elders/community speakers, using appropriate protocols such as respect terms, behaviour and forms of address

introducing and describing self, family, friends, favourite objects and pets, using familiar and modelled language, supported by visual props such as drawings, photos

listening to questions (such as *what*, *who*, *where*) about self, family, friends and immediate environment and responding with words and actions, including gesture

Participate in guided group activities, such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning

[Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions]

(ACLFWC131 - Scootle [↗](#))



Elaborations

participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses

participating in action games and songs by matching actions to words

following instructions by moving around or locating objects in the classroom

accompanying Elders to gather traditional materials, such as nuts, twigs, bark, seeds, shells for use in craft related language activities

working collaboratively on a class performance or activity

working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions

grouping and sorting natural objects from Country/Place, for example, leaves, stones, shells according to culturally appropriate categories

Interact in classroom routines and respond to teacher instructions

[Key concepts: routine, instruction; Key processes: participating, responding, following instructions]

[\(ACLFWC132 - Scootle !\[\]\(339a16584d5da0f0a3ca4e9ec17bf6a1_img.jpg\)](#))



Elaborations

participating in routine exchanges, such as, asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects, participating in school and class creeds/affirmations

responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up'

following instructions in language related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up'

responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions

Informing

Discover key information about Country/Place by exploring Country/Place and listening to stories from Elders and community members

[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: listening, observing, identifying, sorting, matching, labelling]

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Elaborations

discovering places in the local area that have Indigenous names, such as streets, suburbs, parks, rivers, public institutions

visiting Country/Place to identify and name key topographical features, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, taking photos and labelling them to create a class book

listening to Elders/community members sharing knowledge about Country/Place, identifying and

recording key words and vocabulary

identifying, naming and labelling salient features of the built environment, for example, dwellings, public buildings, school, places to play, ports and roads

recording the weather and seasons of the Country/Place throughout the year in a picture diary or through a series of captioned paintings, including the seasonal behaviour of animals and what plants grow in particular seasons

naming, labelling and sorting into culturally appropriate categories elements from the environment such as bush foods, animals, plants and natural objects, classifying in terms of distinctions such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/soft,

learning to read Country/Place with Elders' guidance by looking for signs such as animal tracks and fruit fall, migratory birds, turtle tracks, animal behaviour, fresh diggings around a lair, appearance of whales

locating specific words and familiar phrases in texts such as charts, lists, photos, maps, and using the information to complete guided oral and written tasks

naming, labelling, drawing and matching outside body parts

learning and using vocabulary and expressions related to healthy living and eating

Give factual information using simple statements, gestures and captions

[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting]

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Elaborations

using some location terms to talk about the Country/Place for example, *up, down, near, far* and using topographical words such as *swamp, soakage, reef*

presenting information about elements associated with Country/Place, for example, animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling-in-gaps activities

contributing to a shared recount about an event such as sports day, an excursion, a class visit from an Elder, a visiting performance group from the Country/Place, a community celebration, for example, by making a Big Book, creating a display, digital presentation or class photo story

labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing information with others

developing a pictorial story to describe activities and routines at home, at school, in the community

Creating

Participate in shared listening to, viewing and reading of texts and respond through singing, miming, play-acting, drawing, action and movement

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key text types: songs, dances, stories, paintings and visual design, video clips (IndigiTUBE)]

(ACLFWC135 - Scootle [↗](#))



Elaborations

performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance

participating in shared reading of stories, responding through mime captioned drawings, dance, play-acting and other forms of expression

visiting important sites on Country/Place and listening to Elders/community members tell stories, and responding by drawing, labelling, re-enacting with puppets, props or actions

identifying key animals, birds and other characters in stories, songs, performances and dances

listening to Elders/community members tell stories and identifying which stories belong to which natural features in their region/Country/Place, including animals and natural species and recognising their significance

identifying and naming significant places, landscapes and topographical features on Country/Place through which travelling stories/storylines pass

identifying key messages expressed in stories, song, dance and visual art, for example, rules for living

predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions

responding to simple questions about characters and events in imaginative and expressive texts such as stories, songs, dances

Create and present shared stories, songs and performances, using familiar words and patterns and support materials

[Key concepts: story, **performance**; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dances, stories, paintings and visual design, performances]

(ACLFWC136 - Scootle [↗](#))



Elaborations

making a shared Big Book based on an event, experience or performance, labelling, captioning and drawing key elements

creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases

re-enacting or retelling simple stories, episodes or interactions, using puppets, props, actions or gestures and modelled language

creating digital texts based around familiar contexts and characters using images and captions

creating their own songs/raps, or new versions of contemporary songs/raps by substituting words and phrases such as animal names, places, geographical features, adding elements such as characters or places, incorporating non-verbal supporting elements such as clapping, gestures and facial expressions

creating dances, paintings and visual designs appropriate to the Country/Place

Translating

Translate frequently used words and phrases, using visual cues and resources such as word lists [Key concepts: similarity, difference, meaning; Key processes: translating, noticing, identifying, explaining]

(ACLFWC137 - Scootle [↗](#))



Elaborations

using classroom resources such as word banks/lists, wall charts, visual dictionaries, and pictures to translate the meaning of single words and common expressions

playing matching-pair games using everyday words and expressions from the language and from English

translating and explaining in English the meaning of words, phrases and gestures used in everyday contexts and situations

noticing elements of the language that are the same in English, such as the alphabet and some sounds

explaining symbols and their iconographies

Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, signs, labels and wall charts

[Key concepts: meaning, [bilingualism](#); Key processes: labelling, captioning, displaying, matching]

(ACLFWC138 - Scootle [↗](#))



Elaborations

creating bilingual picture word lists, dictionaries, and class reference books of words and their meanings

creating bilingual texts for the school community, such as signs or notices

performing presentations for the school community that involve elements from the language and from English, such as a contribution to an assembly or a performance for Grandparents' Day

creating bilingual resources for classroom learning activities, such as sets of word cards for matching games

writing captions for a photographic display to show parents/others about a class event or experience, such as sports day or caring for the environment activities

Identity

Describe aspects of self, such as family, school/class and [language/s](#) spoken, considering how these contribute to their sense of [identity](#)

[Key concepts: [identity](#), self, family, belonging; Key processes: describing, explaining, identifying]

(ACLFWC139 - Scootle [↗](#))



Elaborations

describing self and their family, for example, by drawing pictures of immediate family members or creating a family tree and labelling it with appropriate kinship terms

identifying self in relation to different groups, such as family, class or peer group, and representing these relationships through drawing captioned pictures, photos or digital presentations (Aboriginal and Torres Strait Islander students may be able to depict their totems/moieties and other affiliations)

exploring the idea of collective identity through symbols and practices such as Aboriginal and Torres Strait Islander flags, items of dress, use of colours and patterns

noticing and comparing their own choices and use of words or expressions from different languages when communicating in English

recognising the relationship between language, place and family in the formation of identity in

Aboriginal and Torres Strait Islander communities

Reflecting

Notice how using different languages involves some different ways of communicating and behaving [Key concepts: [language](#), [culture](#), similarity, difference, respect; Key processes: noticing, comparing, responding]

(ACLFWC140 - Scootle [↗](#))



Elaborations

capturing and sharing their impressions when singing songs, dancing, reading stories or playing games in the language, for example, by responding to teacher prompts in language or English, such as, *What do you hear? What do you see? What do you notice about...? Why do you think that? How is this similar/different to...?*

noticing similarities and differences between the language and English/other known languages in relation to cultural elements, such as the names of foods and animals particular to the climate and environment; and in cultural practices, such as sharing in extended families, special times, story-telling, yarning

considering how they communicate with different friends and family members who have different language backgrounds

describing how it feels to use the language in the classroom and with visiting Elders and community members

Understanding

Systems of language

Learn the different sounds of the [language](#) and link these to written symbols and conventions [Key concepts; [pronunciation](#), [intonation](#), writing; Key processes: imitating, noticing, distinguishing, reading aloud]

(ACLFWU141 - Scootle [↗](#))



Elaborations

noticing and distinguishing sounds of the language and matching these with written symbols

recognising when the language is being spoken and distinguishing sounds of the language from English sounds and other known languages

experimenting with sound patterns in song, noticing how words and expressions can be separated

into syllables to fit different tunes and rhythms

reading texts aloud to strengthen their familiarity with sound–symbol relationships, experiment with rhyme and alliteration and with written representations of these features

recognising and imitating intonation patterns associated with statements and questions, and understanding how these are distinguished in writing

learning that writing systems represent sounds and meanings, and becoming familiar with how the alphabet associates individual sounds/ a range of sounds with particular letters/ combinations of letters

noticing the shared alphabetic base of the language, English and other languages, with some differences

learning the conventions associated with the written form of the language, such as spaces between words, direction of writing and page layout, and comparing these with written forms of English and other known languages

associating written forms of morphemes, words and phrases with spoken forms of the language

Recognise the function of different word types and understand basic elements of language structures [Key concepts: word function, word order, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU142 - Scootle [↗](#))



Elaborations

understanding that words in the language have different functions, for example, words for things, words for actions, and that these functions are also found in other languages, such as English

identifying people, places, things and events using:

- nouns, for example, family, kinship, plants/ animals, items in immediate natural and built environments
- pronouns, for example, personal, interrogative, kinship, demonstrative
- verbs for simple actions, states and processes
- terms to qualify, quantify, classify or compare things, for example, size, colour, number
- adverbs, for example, of location, time and manner
- simple forms of negation

becoming aware of how word order may differ from English, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child'

recognising the use of common affixes on nouns, for example, “the man’s dog”, “to the river”, “in the sea”

learning the use of common affixes on verbs, for example, to indicate tense or mood

understanding and using metalanguage to describe word types, for example, *noun*, *pronoun*, *verb*

understanding that some parts of the language may have fallen into disuse and not be known today

noticing that new words can be formed from within the language itself, rather than borrowed from other languages

noticing that compared to English some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, “(it) went”, “big (dog) ate (it)”

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages

[Key concepts: [communication](#), [narrative](#); Key processes: recognising, identifying]

(ACLFWU143 - Scootle [↗](#))



Elaborations

understanding that there are different ways of telling a story, such as Elders yarning, through song, dance, music and associated visual design and spectacle, and through painting (body, bark, rock, sand)

understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances that convey community-wide messages

identifying some features of stories, for example, the fact that they are often about journeys across Country/Place, involving landforms, animals and plants

noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and the connections between pictures and text

recognising that communication can also occur through sign language

Identify elements of the kinship system and its links to place and natural species

[Key concepts: kinship and totemic relationships, place, ceremonial expression; Key processes: identifying, recognising]

(ACLFWU144 - Scootle [↗](#))



Elaborations

using kinship charts to identify kinship terms for immediate family, comparing with terms used in own family

recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena

recognising that Aboriginal and Torres Strait Islander peoples have a personal relationship with language and place

identifying skin names, moieties and other groupings where appropriate

identifying which stories belong to which natural features, including animals, plants, topographical features and recognising their significance

Language variation and change

Recognise that different words and [language](#) forms are used to address and communicate with people according to relationship and [context](#)

[Key concepts: kinship, [context](#); Key processes: noticing, recognising]

[\(ACLFWU145 - Scootle !\[\]\(c50c8b7b2cc2cf9ff925edec0ee94c0d_img.jpg\)](#))



Elaborations

noticing that different forms of address and kinship terms are used depending on the relationship between participants

recognising that the way someone is related to others affects how he or she speaks to them

recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community members

recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the language

Notice that languages borrow words from each other

[Key concepts: relatedness, borrowing; Key processes: identifying, recognising, comparing]

[\(ACLFWU146 - Scootle !\[\]\(166772600a13ad0a433053f90fe45649_img.jpg\)](#))



Elaborations

noticing Aboriginal or Torres Strait Islander words and phrases used in everyday Australian life, for

example, *koala, euro, billabong, dingo*

recognising that some words in the language have come from other languages

recognising words in English that have been borrowed from other languages

Language awareness

Recognise that the language is part of the broader regional and national language diversity

[Key concepts: linguistic diversity, relationship; Key processes: identifying, recognising]

(ACLFWU147 - Scootle [↗](#))



Elaborations

identifying/recognising Indigenous languages in the environment, for example, street names, names of parks

recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia

identifying neighbouring Indigenous languages of their region

recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by different classmates by creating a class profile or language map

recognising that some Indigenous languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed

recognising shared vocabulary across groups of Aboriginal or Torres Strait Islander languages, for example, words such as 'hand', 'water', 'crow'

Understand that language belongs to communities, and that language learning requires the application of respectful and appropriate behaviour

[Key concepts: ownership, custodianship, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU148 - Scootle [↗](#))



Elaborations

understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians

demonstrating and applying respectful and appropriate behaviours, including appropriate language forms, in the presence of visiting Elders/community members and during visits to important sites

understanding the purpose of Welcomes to Country/Acknowledgements of Country, and talking about their experiences of participating in Welcomes and Acknowledgements, for example, at school, sporting events, festivities

Role of language and culture

Notice that people use language in ways that reflect their culture, such as where and how they live and what is important to them

[Key concepts: Country/Place, language, culture, symbol; Key processes: noticing, recognising, questioning, making connections]

(ACLFWU149 - Scootle [↗](#))



Elaborations

exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observable elements, such as ways of cooking or greeting, symbols such as flags and colours, as well as things that are not observable, such as beliefs and values, people's ways of thinking about themselves and others and relating to their environment

recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture

recognising that beliefs and behaviours are woven into and expressed through languages, and cannot be separated from them

noticing how respect for Elders and Country/Place is built into the language

recognising significant cultural symbols and features in the language, for example, in song, visual design, dance moves

recognising that languages encapsulate values held about lands, waters and sky, for example, in expressions and concepts such as Caring for Country

Role of language building

Recognise that learning Aboriginal and Torres Strait Islander languages can provide language revival benefits to communities

[Key concept: language ownership, language revival; Key processes: identifying, engaging]

(ACLFWU150 - Scootle [↗](#))



Elaborations

understanding that language is communally owned and therefore owners must be consulted regarding any use of it, including learning it in school

identifying and engaging with local identities/personalities/people who are involved in language revival efforts

considering why learning an Aboriginal and/or Torres Strait Islander language is important in Australia

Build the resources of the [language](#) by creating, performing and recording new texts, and by creating new contexts for its use

[Key concepts: [language](#) ownership, [language](#) revival; Key processes: noticing, building resources] ([ACLFWU151 - Scootle](#))



Elaborations

using the language in performances at school and wider public community events

building language resources, for example, by creating posters and/or language/cultural displays, and by working with the community language team to create new games and songs in the language

noticing that new words can be formed from within the language itself, rather than through borrowing words from other languages

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Interact with each other, the teaching team and visiting Elders/community speakers using simple language and gestures for greeting and farewelling, talking about self and family

[Key concepts: self, family, relationships; Key processes: interacting, sharing, listening]

(ACLFWC067 - Scootle [↗](#))



Elaborations

participating in everyday exchanges, such as greeting and farewelling

interacting with the teaching team and visiting Elders/community speakers using appropriate protocols such as respect terms, behaviour and forms of address, including, for example, using assigned kinship roles

introducing and describing self, family, friends, favourite objects and pets using familiar and modelled language, supported by visual props, for example, drawings, photos

listening to questions (such as *what*, *who*, *where*) about self, family, friends and immediate environment, and responding with words and actions, including gesture

expressing likes and dislikes using simple statements

Participate in guided group activities such as games, songs and simple tasks, using movement and gestures to support understanding and to convey meaning

[Key concepts: cooperation, play; Key processes: turn-taking, matching, choosing, cooperating, following instructions]

(ACLFWC068 - Scootle [↗](#))



Elaborations

participating in games, tasks and activities that involve turn taking, guessing, matching and choosing objects using modelled questions and responses

participating in action games and songs by matching actions to words

following instructions by moving around or locating objects in the classroom

using rehearsed language to collaborate and follow instructions, for example, in craft activities using

traditional materials such as nuts, twigs, bark, seeds, shells

working collaboratively to decide on a class performance, activity or action

working collaboratively to adapt and perform action songs, for example, by changing lyrics, substituting words and phrases based on modelled patterns, rehearsing and performing songs with appropriate gestures and actions

Interact in classroom routines and respond to teacher instructions

[Key concepts: routine, instruction; Key processes: participating, responding, following instructions]

[\(ACLFWC069 - Scootle !\[\]\(8d0f0e0fe25b320c33272c52aec1fbca_img.jpg\)\)](#)



Elaborations

participating in routine exchanges such as asking and answering questions, responding to the class roll, describing the weather, requesting classroom objects

responding to and using routine classroom language, for example, 'sit down', 'stand up', 'listen!' 'look this way', 'tidy up' in the target language

following instructions related to transition activities, for example, 'form a circle', 'get into groups of three', 'put on your hat', 'line up'

responding to requests and instructions in verbal and non-verbal ways, such as movement, gesture and action, for example, in class and outdoors, in games and songs, or on visits and excursions

Informing

Locate specific words and familiar phrases in texts such as charts, lists, photos, maps, and use information to complete guided oral and written tasks

[Key concepts: natural and built environment, community life, Indigenous knowledge; Key processes: identifying, selecting, sorting, matching, labelling, mapping Country/Place]

[\(ACLFWC070 - Scootle !\[\]\(06a315363e7801bba8c7489a6694af19_img.jpg\)\)](#)



Elaborations

identifying, naming, and labelling key topographical features of the target language region, for example, creeks, springs, rocky outcrops, estuaries, reefs, desert landforms, by viewing environmental maps, photos, videos and objects

listening to an Elder/community speaker sharing knowledge about Country/Place and recording key information

identifying and labelling significant features of the built environment, for example, dwellings, settlements, community store, health clinic, school, places to play, roads and tracks

locating key information about the target language region, for example, weather, seasons, daily and seasonal behaviour of animals, using resources such as charts, photos, videos, films, visual prompts and by listening to visiting Elders/community language speakers

naming, labelling and sorting bush foods, animals, plants and natural objects from the environment into culturally appropriate categories, such as, edible/non-edible, meat/non meat, salt water/fresh water, day/night animals, rough/smooth, hard/soft

describing aspects of shared knowledge about the target language region, for example, by pointing to places on a map or at pictures of food sources, plants and animals

identifying and labelling animal tracks in the sand, dirt or mud

labelling, drawing and matching body parts

Give factual information using simple statements and descriptions, gestures, and captions
[Key concepts: Country/Place, community life; Key processes: labelling, describing, presenting, recounting]

(ACLFWC071 - Scootle [↗](#))



Elaborations

using some location terms to talk about and describe the region of the target language, for example, *up, down, near, far* and using topographical words such as *swamp, soakage, reef*

presenting information about the target language region, for example, in relation to animals, plants, food, artefacts, using modelled sentences, matching captions to pictures and filling in gaps

collaboratively recounting details about shared events, such as sports day, excursions, a class visit from an Elder, a visiting performing group from the target language community, for example, by making a BigBook, digital presentation or display

labelling aspects of daily routines, selecting captions or attaching word bubbles and sharing the information with others

developing a pictorial story to describe typical activities and routines at home and at school

Creating

Participate in shared listening to, viewing and reading of texts and respond through singing, reciting, miming, play-acting, drawing, action and movement

[Key concepts: storytelling, response; Key processes: responding, performing, sharing, expressing; Key [text](#) types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video

clips (IndigiTUBE)]

(ACLFWC072 - Scootle [↗](#))



Elaborations

performing songs or stories that include repeated phrases, rhythms and non-verbal forms of expression, such as clapping, gestures, facial expressions and dance

participating in shared reading of traditional and contemporary stories, responding through mime, drawings with captions, matching captions to images, dance, play-acting and other forms of expression

listening to Elders/community speakers tell stories and responding by drawing, labelling and captioning or re-enacting with puppets, props or actions

identifying key animals, birds and other characters in stories, songs, performances and dances and identifying the significance of particular dance or performance elements

identifying and naming significant places, landscapes and topographical features through which travelling stories pass

identifying key messages expressed in stories, song, dance and visual art, for example, rules for living

predicting the content/meaning of narrative texts such as picture books, including titles, covers and illustrations, and giving reasons for their predictions

responding to simple questions about characters and events in texts such as stories, songs, dances

Create and present shared stories, songs and performances using familiar words and patterns and support materials

[Key concepts: story, performance; Key processes: retelling, singing, re-enacting, dancing, drawing, performing; Key text types: songs, dance, stories, paintings and visual design, performances]

(ACLFWC073 - Scootle [↗](#))



Elaborations

making a shared Big Book based on an event, experience or performance

creating own stories by sequencing a series of pictures with captions or by creating a storyboard with labels, using modelled language and repetitive phrases

re-enacting or retelling simple stories, episodes or interactions with puppets, props, actions or gestures, using modelled language

creating digital texts based around familiar contexts and characters, using pictures and captions

creating simple songs or new versions of contemporary songs and raps, for example by substituting words and phrases, such as animal names, places or geographical features, adding characters, incorporating non-verbal forms of support, such as clapping, gestures and facial expressions

creating new dance sequences, paintings and visual designs, using models from the target language and culture

Translating

Translate frequently used words and phrases using visual **cues** and resources such as word lists [Key concepts: **translation**, similarity, difference, meaning; Key processes: noticing, identifying, translating]

(ACLFWC074 - Scootle [↗](#))



Elaborations

using classroom resources such as word banks, wall charts, visual dictionaries, word lists and pictures to translate the meaning of single words and common expressions

translating and explaining in English the meaning of target language words, phrases and gestures used in everyday contexts and situations

explaining to others culture-specific words, for example, names of artefacts or implements, kinship terms of address

noticing elements of the target language and of English that are the same, such as the letters of the alphabet and some sounds

showing others how different signs and hand talk are used and explaining basic signs for elements of the natural environment, for example, water, animals

explaining symbols and their iconographies to others

Create simple oral, print or multimodal bilingual texts for the classroom environment, such as captions, labels and wall charts

[Key concepts: meaning, **bilingualism**; Key processes: labelling, captioning, displaying, matching]

(ACLFWC075 - Scootle [↗](#))



Elaborations

creating picture word lists and picture dictionaries and contributing to bilingual class books of words

and their meanings

creating bilingual texts for the immediate environment, for example, school/classroom signs

performing presentations for the school community that involve both target language and English language elements, such as a contribution to an assembly or a performance for Grandparents' Day


creating sets of word cards in the target language and in English and playing matching-word games

writing captions, with support, for a photographic display to show parents/others about a class event, an experience such as sports day or a project to care for the school environment

Identity

Describe aspects of self, such as family, school/class and [language/s](#) spoken, noticing how these different elements contribute to one's [identity](#)

[Key concepts: [identity](#), self, family, belonging; Key processes: describing, explaining, identifying]

([ACLFWC076 - Scootle](#) )



Elaborations

describing self and drawing pictures of family or creating a family tree, labelling with appropriate kinship terms for immediate family members

identifying self as belonging to a family, class or peer group, representing these relationships through captioned pictures or photos or by creating digital presentations

exploring the concept of collective identity, for example by considering the symbolic meaning of Aboriginal and Torres Strait Islander flags, items of dress, use of colour and patterns

describing friends, favourite places, objects and languages they know/ are learning as markers of their identity

noticing and comparing their use of words or expressions from different languages when communicating in English

recognising the relationship between language, place and family in the formation of identity in Aboriginal and Torres Strait Islander communities and comparing these to relationships in their own lives

Reflecting

Notice what is similar or different to their own [language](#) and cultural expression when interacting with songs, stories, games, pictures and artistic expression from the target [language](#) and [culture](#)

[Key concepts: [language](#), [culture](#), similarity, difference, respect; Key processes: noticing, comparing, responding, reflecting]

(ACLFWC077 - Scootle [↗](#))



Elaborations

responding to teacher prompts in the target language or English, for example, What do you see?...or What do you notice about...? Why do you think that ...? 'How is this similar / different ...? to capture and express their impressions when viewing images or video-clips, singing songs, dancing or reading stories from the target language region

comparing aspects of the lives of children in their own communities with those of children in target language communities as represented in digital images, video clips, IndigiTUBE and stories, for example, comparing ways of playing games, eating food, telling stories, or interacting at school, at home and in the community

noticing similarities and differences in language that relates to culture, such as names of foods and animals particular to different climates and environments; and in cultural practices, such as sharing involved in extended families, special times, story-telling, yarnning

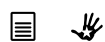
Understanding

Systems of language

Notice and imitate characteristic sounds, [intonation](#) patterns and rhythms of the target [language\(s\)](#) and how these relate to the written [language](#)

[Key concepts: [pronunciation](#), rhythm, [intonation](#), writing; Key processes: imitating, noticing, distinguishing, reading aloud]

(ACLFWU078 - Scootle [↗](#))



Elaborations

noticing and distinguishing sounds of the language and matching these with written symbols

distinguishing sounds in the language from English sounds and recognising when the target language is being spoken

experimenting with pronunciation to capture and produce speech patterns within and across single words and phrases

recognising, imitating and distinguishing between intonation patterns in statements, questions, commands, requests, exclamations and song, and noticing how these are distinguished in written language

learning that writing systems represent sounds and meanings, and becoming familiar with the alphabetic principles that associate individual sounds/ a range of sounds with particular letters/ combinations of letters

noticing that English and the target language share the same alphabetic base

associating spoken language with written morphemes, words, phrases and sentences

recognising alphabetic conventions particular to the target language, for example, digraphs representing a single sound, diacritics that alter the regular value of a letter

experimenting with sounds in songs and noticing how syllables can be separated to fit different tunes and rhythms

reading texts aloud, showing knowledge of sound–symbol relationships

Notice types of words in the target [language](#) and understand and use some elements of the target [language](#) structure

[Key concepts: word function, word order, variation, patterns, rules; Key processes: identifying, recognising, noticing]

(ACLFWU079 - Scootle [↗](#))



Elaborations

identifying people, places, things and events using:

- nouns, for example, relating to family, kinship, items in the immediate natural and built environments
- pronouns, for example, personal, interrogative, kinship and demonstrative
- verbs for simple actions, states and processes
- terms to qualify and quantify, for example, size, colour, number, or to classify or compare things
- adverbs, for example, of location, time and manner
- simple negation

identifying particular forms and structures in the language, for example, those that specify, identify and describe objects and actions, time and place; those that state ownership, ask questions, convey commands

noticing that compared to English and other known languages some words may be left out (ellipsis), or must be included or repeated in phrases and sentences, for example, “(it) went”, “big (dog) ate (it)”

becoming aware how word order may differ from English or other known languages, for example, noun + qualifier vs qualifier + noun, 'child happy' vs 'happy child'

recognising the use of common affixes to nouns, for example, 'the man's dog', 'to the river', 'in the sea'

recognising the use of common affixes on verbs, for example, to indicate tense and mood

recognising influences across Aboriginal and Torres Strait Islander languages, for example, shared words

understanding and using elementary metalanguage to describe word types, for example, *noun*, *pronoun*, *verb*

Recognise there are many ways of communicating messages in Aboriginal and Torres Strait Islander languages

[Key concepts: [communication](#), [narrative](#); Key processes: recognising, identifying]

[\(ACLFWU080 - Scootle !\[\]\(e1d6102fe77919492c04879c8450f1f5_img.jpg\)](#))



Elaborations

understanding that there are different ways of telling a story, such as Elders yarning, song, dance and music and associated visual design and spectacle, and through painting (body, bark, rock, sand)

recognising that communication can also occur through sign language; identifying and using basic signs for things from the everyday environment

understanding that texts have a purpose, for example, greetings, Welcome to Country/Acknowledgement of Country/Place, traditional stories, paintings, songs and dances convey community-wide messages

identifying some features of narratives, for example, they are usually about journeys across Country, involving landforms, animals and plants

recognising that writing, like speech, is rule-bound and involves following the conventions according to text type

noticing how texts such as storybooks are sequenced and organised, for example, by identifying the main title and connections between pictures and text

Identify elements of the kinship system and its role in linking story and natural species and phenomena

[Key concepts: kinship, totemic relationships, place, cultural practices; Key processes: identifying, recognising]

[\(ACLFWU081 - Scootle !\[\]\(f9f168a9979beed8b01f8750d577d508_img.jpg\)](#))



Elaborations

using kinship charts to identify kinship terms for immediate family, comparing with terms used in their own family

recognising that Aboriginal and Torres Strait Islander peoples have their own personal relationships with animal species and natural phenomena

recognising that people have a personal relationship with place, for example, birth place

identifying skin names where appropriate

understanding that ceremonial body markings, designs and paintings are determined by family, skin and story

identifying which stories belong to which natural features, including animals and natural species, and discussing their significance

Language variation and change

Recognise that different words and **language** forms are used to address and communicate with people according to relationship and **context**

[Key concepts: kinship, **context**, relationship; Key processes: noticing, recognising]

[\(ACLFWU082 - Scootle !\[\]\(c444627dab9fee9a1550c053ffaaaae2_img.jpg\)\)](#)



Elaborations

noticing that different forms of address and kinship terms are used depending on the relationship between participants

recognising that the way someone is related to others affects how he or she speaks to them

recognising that ways of speaking vary according to context and situation, for example, language used when interacting with peers during playground games is different to that used with the teaching team and with visiting Elders/community speakers

recognising that language used in particular interactions can vary between cultural contexts, for example, the use of titles in English compared to kin categories in the target language

Recognise that languages borrow words from each other

[Key concepts: relatedness, **word borrowing**; Key processes: identifying, recognising, comparing]

[\(ACLFWU083 - Scootle !\[\]\(dc0c40d45c42e86bc0669168926f812c_img.jpg\)\)](#)



Elaborations

noticing and describing Aboriginal and Torres Strait Islander words and phrases used in everyday Australian life e.g. *jarrah, koala, euro, dingo, billabong*

recognising words in the target language that are borrowed from English

recognising that some words in the target language have come from other Aboriginal/Torres Strait Islander languages

Language awareness

Identify the region of the target [language](#) and notice how it is part of the broader regional and national [language](#) diversity

[Key concepts: linguistic diversity, [language](#) revival; Key processes: identifying, recognising]

(ACLFWU084 - Scootle [↗](#))



Elaborations

identifying regions, places and communities where the target language is spoken

identifying immediate neighbours of the target language wherever it is spoken

recognising that there are many different Aboriginal and Torres Strait Islander languages in Australia, for example, by viewing Language maps of their region, their state and the whole of Australia

recognising general geographic types of Aboriginal and Torres Strait Islander languages, including the target language region, for example, desert, coastal, rain forest, sub-alpine, riverine and seas

recognising that linguistic diversity in contemporary Australia includes Indigenous as well as non-Indigenous languages, and that Australia has many languages, for example, by identifying languages used by classmates by creating a class profile or language map

recognising that some Aboriginal languages and Torres Strait Islander languages in Australia are strong, while others are endangered or in the process of being revived or reclaimed

recognising shared vocabulary across groups of Aboriginal and Torres Strait Islander languages, for example, 'hand', 'water', 'crow'

Understand that [language](#) belongs to communities and that [language](#) learning requires the application of respectful and appropriate behaviour

[Key concepts: ownership, belonging, respect; Key processes: demonstrating, applying]

(ACLFWU085 - Scootle [↗](#))



Elaborations

understanding that each Aboriginal language or Torres Strait Islander language is recognised as belonging to a group of people who are the language owners or custodians

demonstrating and applying respectful and appropriate behaviours, including the use of appropriate language forms, in the presence of visiting Elders/community members

understanding the purpose of Welcomes to Country/Acknowledgements of Country and talking about their experiences of participating in welcomes and acknowledgements, for example, at school, sporting events, festivities

Role of language and culture

Notice that people use **language** in ways that reflect their **culture**, such as where and how they live and what is important to them

[Key concepts: Country/Place, [Language](#), [Culture](#), symbol; Key processes: noticing, recognising, questioning, making connections]

(ACLFWU086 - Scootle [↗](#))



Elaborations

exploring culture as an essential part of human life, understanding that it is shared and passed on between generations; that it includes observables such as ways of cooking and ways of greeting, symbols such as flags and colours, as well as invisible elements such as beliefs and values, how people think about themselves and others, and how they relate to their environment

recognising that in each culture there are general rules of what to say and do, when, where and with whom, and that these rules differ from culture to culture

recognising that beliefs and behaviours are woven into languages and cannot be separated from them


noticing how respect for Elders and Country/Place is built into the language

recognising significant symbols and features in the target language, for example, in song, visual design, dance moves

recognising that languages encapsulates values held about land and Country, for example, caring for Country

Role of language building

Recognise that Aboriginal and Torres Strait Islander languages are transmitted from generation to generation

[Key concept: oral transmission; Key processes: noticing, recognising, considering, valuing]
([ACLFWU087 - Scootle](#) )



Elaborations

recognising that Aboriginal and Torres Strait Islander languages have been maintained through an oral rather than a written tradition

recognising that Aboriginal and Torres Strait Islander languages have been maintained and passed down through generations by means of storytelling, performance, songs and viewing Country/Place as text

recognising that language speakers are the most important primary source of language knowledge

considering why learning an Aboriginal language/Torres Strait Islander language is important to the school community and considering how this promotes Aboriginal languages and Torres Strait Islander languages more generally