

The Australian Curriculum

Subjects	Auslan
Year levels	Year 2

Foundation to Year 2 Content Descriptions

Communicating

Socialising

Communicate with teacher, peers and familiar adults in guided and free interactions that develop social and communicative skills

[Key concepts: self, family, interaction, experience, preference; Key processes: interacting, greeting, asking/answering questions, recounting, describing, comparing]

([ACLASFC001 - Scootle](#))



Elaborations

interacting with others using greetings according to relationship, context and time of day, for example:
HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R-J-O-N-E-S

asking and answering questions about families, friends, pets, routines or pastimes, for example:
PRO2 ARRIVE SCHOOL HOW? CAR TAXI WALK G:WELL?

How do you get to school?

WHAT POSS2 FAVOURITE SPORT WHAT?

What's your favourite sport?

POSS1 BIRTHDAY WHEN D-E-C

My birthday is in December.



using everyday social exchanges such as thanking, apologising, expressing wishes or congratulations, for example:

THANK-YOU HELP_{-me}

Thank you for helping me.

SORRY A-C-C

I'm sorry, it was an accident.

GOOD-LUCK POSS2 RACE

Good luck for your race.



introducing themselves or a friend to class visitors, for example:

HELLO POSS1 NAME G-A-V-I-N SIGN-NAME:GAVIN

Hi, my name's Gavin and this is my sign name.



supporting interaction when socialising with their peers, for example by indicating agreement or disagreement through nodding or head shaking

recounting personal experiences using specific time markers such as BEFORE, AFTER, LONG-TIME-AGO, YESTERDAY

recounting experiences shared as a class, such as excursions or special visitors, using appropriate sequencing of information

describing family members, friends or teachers in terms of physical appearance and characteristics, for example:

PRINCIPAL YOU-KNOW SHORT LONG-HAIR GLASSES?

You know the principal? She's short, has long hair and wears glasses.

POSS1 BROTHER OLD++ TALL SKINNY

My brother is older; he's tall and skinny.



comparing likes, dislikes and preferences, for example:

PRO1 LIKE APPLE PRO1 DON'T-LIKE ORANGE

I like apples but I don't like oranges.



exploring different ways of expressing emotion through the use of NMFs and lexical signs, for example:

PRO3 TEASE_{-me}

She teased me.

NOW PRO1 HAPPY BEFORE PRO1 CRANKY

I'm happy now but before I was cranky.



sharing their opinions about classmates or classroom resources using evaluative language and superlatives, for example:

S-A-M RUN FAST C-H-R-I-S WOW FAST SPEED

Sam runs fast but Chris runs the fastest.

THAT BEST COMPUTER

That's the best computer.



sharing information about personal experiences or recent events, using time markers that incorporate numerals, such as THREE-DAYS-AGO, NEXT-WEEK, LAST YEAR, IN-TWO-DAYS

referring to family members' and classmates' names using fingerspelling or sign names as appropriate

describing class activities using plain or indicating verbs, modifying the indicating verbs some of the time, for example:

THERE SIT BOOK READ, FINISH PUT++

Over there we sit and read books, and when we're finished we put them away.

PENCIL PRO1 GIVE++

I'll give out the pencils.



conversing with friends using appropriate turn-taking strategies

asking and answering questions related to time, place, number, days of the week, months and seasons, for example:

WHY SHOULD LOOK^{-left} LOOK^{-right} BEFORE ROAD CROSS

Why do we need to look left and right before crossing the road?

ONE WEEK DS:length HOW-MANY DAY?

How many days in a week?



describing relationships between members of their family or between classmates, for example:

PRO3 POSS1 COUSIN WE2 GOOD FRIEND.

She's my cousin; we're good friends.

POSS3 FATHER PUNISH PRO3

Her father punished her.



Participate in group learning activities that involve taking turns, playing action games, making choices or swapping and classifying items

[Key concepts: play, action-learning, problem-solving; Key processes: participating, playing, collaborating]

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Elaborations

participating in signing songs and games that involve repeated signs, gestures and NMFs, for example, I went to the market and I bought ... Old MacDonald had a farm ...

participating in activities that involve classifying objects by attributes such as shapes, colours and numbers

following directions in activities such as an obstacle course or action game, using directional terms or depicting signs such as

DS:turn-left DEAD-END DS:turn-right

Go left, then at the end turn right.

PLEASE BRING MILK FRIDGE DS:open-door POINT
Please bring the milk; it's at the bottom of the fridge door.



playing games that involve choice, memory or information exchange to reinforce number skills or language patterns

collaborating in art or craft activities that involve making decisions about choices or contributions

participating in barrier games and other information-gap activities that focus on describing appearance or scenes, such as a game of 'Guess Who' on paper with some characters named on paper A and some not named on paper B, and vice versa; taking turns to describe appearance of the characters with no name and having partner fingerspell their names back

participating in role-plays that involve scenarios such as ordering a meal, buying food or other items, transacting payment or giving feedback

Participate in classroom routines and activities such as following directions, attracting attention, responding to questions and turn-taking

[Key concepts: direction, response, support, protocol; Key processes: participating, responding, interacting, turn-taking]

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Elaborations

recognising their own and their classmates' fingerspelled names used in games or routines such as roll call

asking for help, offering assistance or requesting permission in polite ways, for example:

PLEASE HELP-me?

Can you help me, please?

CAN SHARE?

Can we share these?



demonstrating attentive watching across a range of school contexts, such as assemblies or classroom discussions

following instructions for class routines, for example:

PLEASE WITH-2++ DS:sit-opposite

Please find a partner and sit opposite each other.

DS:line-up PLEASE

Line up, please.

LOOK-AT_{me} PRO1

Look to the front.



gaining others' attention in appropriate ways, relying less on tap and more on other strategies, and responding to others' attempts to gain their attention

following protocols such as stopping when lights are flashed, and observing appropriate distance between signers

learning to be a supportive group discussion member, for example by asking relevant questions, providing feedback, prompting, using NMFs to indicate agreement or disagreement

formulating different kinds of open and closed questions, including WHEN, WHY and HOW questions

signing appropriately to maintain or change a topic, to remain on task and take turns

interacting with each other or the teacher by using eye gaze and other NMFs to indicate agreement/disagreement or understanding/lack of understanding

negotiating turn-taking, for example:

PRO1 FIRST YOUR-TURN

It's my turn first, then your turn.



watching, remembering and responding to increasingly complex instructions of two or more steps, for example by moving or locating objects in the classroom

using the appropriate NMFs for asking questions and making statements when interacting in small groups

Informing

Identify specific points of information in simple Auslan texts and use the information to complete guided tasks

[Key concepts: information, family, games, hobbies; Key processes: collecting information, identifying, retelling, categorising, recording]

([ACLASFC004 - Scootle](#))



Elaborations

retelling and responding to key points of information in class messages, directions or introductions

gathering information from their peers about topics such as family members, favourite foods, toys or games to report back to the class

identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape and responding through activities such as manipulating concrete materials and objects

identifying and categorising signs in simple Auslan texts according to handshape

following a signed text that involves several steps to progressively collect information needed to complete a task, such as an obstacle course

watching short Auslan texts about topics such as hobbies, animals or sports, recording key points of information using tables or graphic organisers

watching a presentation by a teacher, peer or visitor and recalling and retelling specific points of information

recording new language in personal sign dictionaries acquired from simple Auslan texts in different curriculum areas, for example, when learning about the weather or countries of the world

Present information about self, family, people, places and things using signed descriptions and visual prompts

[Key concepts: self, family, routines, home, community; Key processes: providing information, describing, presenting, demonstrating, labelling, reporting]

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Elaborations

describing an object, animal or person using lexical adjectives, for example colours, or SASS depicting signs relating to size and shape

contributing to a digital class presentation such as a video by signing a description of their own photo or piece of work

demonstrating a simple procedure using list buoys and related sign vocabulary to demonstrate the different steps

labelling objects in the classroom and in learning resources such as books and wall charts with pictures of signs

recounting to the class details of a personal experience such as a holiday or weekend event

reporting aspects of their daily routines or family life, such as how they travel to school or what they eat for lunch

categorising and displaying pictures of signs, for example on a handshape wall

presenting specific information such as a weather report using visual prompts or a digital presentation

sharing information about their family, home or local community with their classmates, for example, through signed commentary to a display or digital presentation


reporting key elements obtained from predominantly visual infographics or diagrams related to different learning areas, for example, life cycle charts

providing information needed to complete an information-gap activity, for example, '20 Questions' with yes/no answers, or 'Guess Who?'

Creating

Participate in a range of imaginative experiences and respond through drawing, telling with familiar signs and written words or enacting with constructed action

[Key concepts: imagination, story, character, emotion; Key processes: viewing, retelling, expressing, responding, interpreting]

([ACLASFC006 - Scootle](#) )



Elaborations

viewing fairytales or stories from sources such as National Simultaneous Storytime books, demonstrating understanding through retelling or enacting

engaging in imaginative play that involves the creation of mood or momentum through repeated use of signs, handshapes and facial expressions to modify manner or intensify adjectives

responding to forms of Deaf art such as handshape creations, for example by reproducing key elements in their own artwork and indicating emotional response using lexical signs such as LOVE, LIKE, LOOK GOOD, NOT BAD, UGLY

responding to performances of Deaf poetry that evoke emotions such as sadness, fear or excitement, for example by indicating enjoyment or personal feelings

interacting with a signing puppet or doll in a fantasy context or situation, for example by asking questions such as WHAT YOUR NAME? or YOU HUNGRY G:WELL?

participating in indoor and outdoor games that use signs, handshapes and body movements in creative ways and focus on all Auslan parameters, for example, 'Simon Says'

participating in Auslan games that use simple clauses in creative ways, for example, playing the improvisation game 'Space Jump'

drawing a personal interpretation of a 'visual vernacular' description of a character's appearance

viewing short Auslan stories and responding by identifying and comparing favourite elements, characters and events

Express imaginative experience through creative games, role-play and mime, using familiar signs, modelled [language](#) and [constructed action](#)

[Key concepts: imagination, emotion, expression; Key processes: creating, [enacting](#), expressing, experimenting, imagining]

([ACLASFC007 - Scootle](#) )



Elaborations

changing elements of favourite stories to create their own versions, with a focus on varying manner or constructed action

interacting with imaginary characters using lexical and non-lexical signs and NMFs to express emotions such as excitement, fear or amazement

using iconic signs to create their own variations on familiar nursery rhyme actions, such as in 'Incy Wincy Spider'

depicting the movement of people, animals or means of transport by using handshapes in creative ways

creating amusing sequences of signs using a fixed handshape, such as YOU THINK PRO1 SHY

experimenting with NMFs and handshapes to play games such as 'Simon Says', taking turns to be Simon

experimenting with facial expressions to match different emotional expressions, such as HAPPY, SCARED, TIRED

changing an aspect of a cartoon or picture story, using gestures, handshapes and NMFs to explain differences

representing objects using combined bodies and hands in amusing or creative ways

exploring the use of constructed action such as eye gaze change, body shift and head orientation when enacting imagined adventures

making their own handshape creations

assuming the role of a character from a story and responding to signed questions from classmates, such as:

YOUR NOSE DS:long-nose WHY?

Why is your nose so long, Pinocchio?



Translating

Translate familiar words and phrases from Auslan into English and vice versa, using visual cues, signs and English words, noticing how signs and words differ

[Key concepts: similarity, difference, meaning; Key processes: noticing, recognising, identifying, translating, explaining]

([ACLASFC008 - Scootle](#))



Elaborations

recognising that every language uses words or signs to make meaning

identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet

participating in shared reading of children’s books containing Auslan images and English text, asking and answering questions about unfamiliar words and phrases, and noticing the comparative number of signs and words used in the book

translating simple Auslan signs to family and friends by fingerspelling or writing the English word, for example, DOG, CAT, BIRD

comparing Auslan expressions used in everyday interactions such as greetings with equivalent English expressions, for example, HOW-ARE-YOU? compared to How are you?

Create simple print or digital texts such as labels, posters, wall charts or cards that use both Auslan images and English words

[Key concepts: code, translation; Key processes: labelling, creating, captioning]

([ACLASFC009 - Scootle](#) )



Elaborations

labelling objects and classroom items in both English and Auslan, using posters, word cards and alphabet cards, pictures and images of Auslan signs and words, for example, ‘a is for apple’ with a fingerspelled letter for ‘a’

creating and using handshape images to represent signs and label with words, for example, flat hand = *FISH*

developing a simple handshape dictionary with English captions

using photos of family members to create a family tree or similar representation of relationships, captioning and labelling in English with corresponding images of Auslan signs for each family member

Identity

Explore ideas of [identity](#), social groupings, relationship, space and place, and how these relate to the [Deaf community](#)

[Key concepts: [identity](#), self, relationship, community, place, space, connection; Key processes: identifying, exploring, describing, talking about]

([ACLASFC010 - Scootle](#))



Elaborations

describing themselves as belonging to their family and to social groups such as their class or age cohort of deaf children

exploring concepts of difference and sameness

representing their relationships with others by drawing pictures, adding captions to photos, creating posters or digital presentations to depict their family, labelling immediate and extended family members as deaf or hearing

identifying themselves as members of different groups and describing their relationships with deaf, hard of hearing and hearing children, family members, the Deaf community and the wider 'hearing' society

identifying and describing physical markers of identity among deaf children, for example hearing devices such as hearing aids, cochlear implants and FM systems

identifying and discussing their own and each other's family names, given name/s and name signs

identifying elements of their behaviours or relationships that mark their individual or Deaf community identity such as the use of Auslan

identifying places that are significant to them personally and are important to their identity

exploring relationships between place, space and people, considering why some places and spaces make deaf people feel comfortable and promote a sense of belonging, for example those that facilitate face-to-face communication

considering roles and responsibilities in relation to membership of a Deaf community, for example by describing how they can help others to be aware of their communication preferences in the

classroom or with extended family

exploring their shared experience as ‘people of the eye’, for example by identifying the importance of space for waving or using flashing lights to gain attention or to give visual applause

Reflecting

Notice similarities and differences between Auslan and spoken languages in relation to ways of interacting, sharing stories and playing games

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

([ACLASFC011 - Scootle](#) )



Elaborations

comparing aspects of their lives as signing children with those of non-signing children represented in digital images, video clips or stories, for example, ways of playing games, telling stories or interacting at school, home and in the community

discussing changes or adaptations they have to make to their communicative style when interacting with non-signers

Understanding

Systems of language

Recognise the main formational elements of [handshape](#), movement and location in Auslan signs, and understand that a sign is the same as a spoken or written word even though it can be iconic

[Key concepts: [handshape](#), movement, location, [iconicity](#); Key processes: noticing, recognising, understanding]

([ACLASFU012 - Scootle](#) )



Elaborations

noticing the handshape of individual signs, and identifying signs that are made with a particular handshape, for example, COCKATOO (hs:5) and SOCCER (hs:fist)

recognising that signs are categorised by the handshape at the start of the sign

understanding that signs can be organised by handshape, for example in Johnston’s Auslan

dictionaries or localised handshape dictionaries in schools, and that this is useful if an English word for a sign is not known

noticing the path movement of a particular sign and identifying signs associated with the major types of path movements, for example, THROUGH (forwards) or FULL (down to up)

noticing the five major locations of signs on the body or in space, and identifying signs associated with each, such as SEE (head/face), SAY (mouth/chin), WHY (chest), TALK (hand) and ONE (signing space)

understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs

recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT and that some are not, such as SISTER, WHY, SIMPLE

recognising that unlike English, which can be spoken or written, signed languages are not usually written down but occur 'through the air'

experimenting with different methods of capturing the signed language, such as: a class-invented script, drawing pictures, videoing, English glosses or ASL-phabet

Recognise that signing happens in a finite space that can be used meaningfully within individual signs, learning in particular how depicting signs, some verbs, pronouns and **enacting** make use of spatial relationships

[Key concepts: **signing space**, **numeral incorporation**, verb modification to show who; Key processes: explaining, describing, noticing, identifying]

([ACLASFU013 - Scootle](#) )



Elaborations

realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming

describing the range of signing space in normal signed discourse

noticing that single-digit numbers can be separate lexical items or merged into other signs (numeral incorporation) such as those for ages (for example, 5-YEARS-OLD) or adverbs of time (for example,

3-WEEKS-AGO) or pronouns (WE3, WE4)

noticing that Auslan pronouns are different from English ones because they don't show gender but they can show location and a specific number of referents, for example, WE2 (inclusive) and WE3 (inclusive) or WE2-NOT-INCLUDING-YOU (exclusive)

noticing that enacting a role or modifying the beginning and end locations of some verbs can show the referents involved, for example:

PRO1 ASK PRO3 versus PRO1 ASK_{-her}

PRO3 ASK_{-me} CA:I-was-shocked



identifying what sort of things can be represented in a DS by a particular handshape, for example a distant person, pole or tree can be represented by a point handshape, and a cylinder can be traced by a C handshape

Recognise that groups of words combine to make clauses and include nouns and pronouns (people, places, things), adjectives (qualities) and verbs (happenings, states); and distinguish between statements and questions based on **non-manual features**

[Key concepts: sign class, clauses, telling versus showing; Key processes: recognising, observing, distinguishing]

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Elaborations

categorising noun signs into those for people, animals, places or things

understanding that proper nouns can have a sign name or be fingerspelled

knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)

identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause

recognising that there is no verb 'to be' in Auslan

understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example,

CALL^{-him}

I called him.

MAN THERE GO-TO POSS3 HOUSE

That man went to his house.

BIG MONSTER SCREAM

A big monster screamed.



recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3

noticing that Auslan has more flexibility in word order than English

distinguishing between clauses that are statements and those that are questions

knowing that signing involves either telling with signs or showing with DSs and periods of constructed action (CA)

MAN WALK SLOW

DS(point):man-walks-slowly

CA:man-swinging-arms-nonchalantly



Understand that texts are made up of units of meaning, such as words, gestures or sentences/clauses and that different types of texts have particular features that help serve their purpose

[Key concepts: [text](#), [referent](#); Key processes: recognising, identifying, discussing]

([ACLASFU015 - Scootle](#) )



Elaborations

recognising that texts are made up of one or more clauses which together make meaning

recognising that different signed texts serve different purposes, and discussing and comparing these purposes (for example, the text genre procedure is to explain how, a narrative is to narrate, tell or entertain)

identifying characteristic structures and features of particular types of Auslan texts and noticing how they suit the intended purpose, for example, the expression of emotions in a recount compared to presenting facts in an information report

identifying different signs used by a signer to refer to the same person in a text, considering how this

helps to maintain interest and understanding

Language variation and change

Understand that all languages including [signed languages](#) vary and borrow words and signs from each other

[Key concepts: [dialect](#), [language](#) borrowing, variation; Key processes: noticing, recognising]

([ACLASFU016 - Scootle](#) )



Elaborations

understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, the Northern Territory and Tasmania and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory

viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers

noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names

recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages

noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Recognise that Auslan is a legitimate [language](#), one of many languages used in Australia and around the world

[Key concept: [language](#) diversity; Key processes: identifying, recognising, comparing]

([ACLASFU017 - Scootle](#) )



Elaborations

identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map

exploring similarities and differences between the many languages used in Australia and represented

in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate

recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language

recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages

Role of language and culture

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

[Key concepts: **language**, culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

([ACLASFU018 - Scootle](#))



Elaborations

recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own

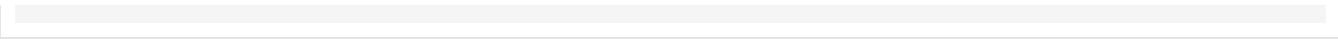
appreciating that culture and cultural difference means that people may value different things or live differently, and noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)

exploring how hearing people live in ways that may be different from how deaf people live, for example by responding to stimuli such as: Compare how deaf and hearing people know someone is at the front door. or How do deaf and hearing people wake up in the morning?

recognising the importance of facial expression, eye gaze and non-manual features in conveying information in a visual-gestural language and culture

recognising the importance of language, community and culture in relation to their own lives and in relation to other language groups and their communities

considering how some spaces make deaf people feel comfortable, for example, contexts where distance between signers allows for easy visual access



Foundation to Year 2 Content Descriptions

Communicating

Socialising

Participate in simple interactions with their peers and teachers using high-frequency signs, [non-manual features](#) and gestures to talk about self, family and class activities

[Key concepts: self, family, friends, experience, feelings; Key processes: interacting, greeting, asking/answering questions, describing]

[\(ACLASFC127 - Scootle\)](#)



Elaborations

using greetings and farewells following modelled signs such as HELLO, HOW-ARE-YOU? SEE LATER, GOOD MORNING M-R J-O-N-E-S

asking and answering questions that require an affirmative or negative response, for example:

WANT PLAY HIDE-AND-SEEK?

Do you want to play hide and seek?

PRO2 ALIGHT?

Are you alright?



asking and answering simple questions about family, friends and pets, such as:

PRO2 BIRD HAVE PRO2?

Do you have a bird?

PRO1 DON'T-HAVE

I don't have one.

SISTER-BROTHER HOW MANY?

How many brothers and sisters do you have?

2 BROTHER 1 SISTER

Two brothers and one sister.



describing the appearance of people or objects using simple statements and supporting pictures or props, for example:

PRO3 HAVE DS:curly-hair

He has curly hair.

THAT HORSE BIG

The horse is big.



expressing likes and dislikes using simple statements such as:

PRO1 LIKE SCHOOL

I like school.

FLOWER DON'T-LIKE

I don't like flowers.

PRO1 HATE APPLES

I hate apples.



expressing feelings using lexical signs and affective NMFs, for example:

PRO1 HAPPY

I'm happy.

PRO3 GRUMPY

She's grumpy.



expressing wishes for particular occasions or events, for example, THANK-YOU, GOOD-LUCK or HAPPY BIRTHDAY

making arrangements using simple time markers without numeral incorporation, for example, TODAY, TOMORROW, NEXT-WEEK

referring to family members and classmates by fingerspelling a name or using a sign name

describing what they are doing in class activities using plain verbs, for example, PRO1 RUN, PRO1 READ

Participate in guided group activities such as signing games and simple tasks using repeated [language](#) structures, facial expressions and gestures

[Key concepts: games, space, place, memory; Key processes: playing, singing, following instructions, exchanging, classifying]

[\(ACLASFC128 - Scootle\)](#)



Elaborations

participating in games or songs that involve the use of repeated phrases, expressions, actions and NMFs, for example, *I went to market and I bought ... The wheels on the bus ...*

following instructions by locating or moving classroom objects in activities, for example, hiding a marker pen somewhere in the classroom, describing where and then signing from mild to exaggerated 'cold to hot' as the student tries to find it

using appropriate signs and NMFs when taking turns in games such as 'Go Fish'

participating in collaborative tasks that involve selecting, exchanging or classifying objects by attributes such as shape, colour or number

using question signs and affirmative and negative answers when swapping or 'buying' objects

Develop interaction and [communication](#) skills for participation in regular class routines and activities

[Key concepts: [fingerspelling](#), attention, [signing space](#), visual [communication](#); Key processes: interacting, signing, recognising, gaining attention]

([ACLASFC129 - Scootle](#) )



Elaborations

recognising and using fingerspelled names for roll call and games

following instructions for class routines, such as:

DS:line-up PLEASE

Line up, please.

LOOK-AT-me PRO1

Eyes to the front.

PLEASE WITH-2++

Please find a partner.



asking for help or permission, for example:

PLEASE HELP-me?

Can you help me, please?

PRO1-plural CAN SHARE?

Can we share these?



gaining attention in appropriate ways, for example by waving or tapping a shoulder or table

stopping activities and paying attention when lights are flashed or hands are waved

using NMFs such as focused eye gaze, nodding and head shaking to show affirmation and negation

using voice-off when possible while signing and keeping appropriate signing space between signers

positioning seating to keep visual communication clear or sitting across from/opposite signers when communicating

using visual applause to show enjoyment of entertainment or commendation

Informing

Identify specific points of information in simple Auslan texts relating to people, places and things and use the information to complete guided tasks

[Key concepts: information, topics; Key processes: identifying, categorising responding, gathering]

([ACLASFC130 - Scootle](#))



Elaborations

responding to signed information such as class messages or short introductions, for example by identifying names, school locations, numbers or times

identifying and applying specific information in Auslan texts to complete guided tasks such as colouring-in and craft activities

gathering information from each other about topics such as family members, favourite foods, toys and games to report back to the class using familiar structures and modelled language, for example: SISTER-BROTHER HOW-MANY?

How many brothers and sisters do you have?



identifying information in simple Auslan texts that relates to properties such as colour, number, size or shape, for example when interacting with materials and objects

identifying and categorising a select range of signs according to handshape

following an Auslan text to gain information needed to complete an action-based activity, such as an obstacle course

Present information about self, family, school and significant objects, using modelled signs and formulaic phrases

[Key concepts: self, family, routines; Key processes: presenting, describing, contributing, demonstrating, recounting]

([ACLASFC131 - Scootle](#))



Elaborations

describing an object, animal or person using familiar lexical adjectives such as RED, TALL and SMALL

contributing to a digital presentation such as a class video by signing a basic description of their family members

labelling objects in the classroom with pictures of signs

recounting a class excursion, sequencing events through the use of familiar signs, gestures and photos

reporting aspects of their daily routines using modelled signs and visual prompts

sequencing points of signed information needed to complete an action-based activity such as a treasure hunt

Creating

Participate in the shared viewing of recorded or live imaginative signed texts, responding through drawing, miming, [gesture](#) or familiar signs

[Key concepts: imagination, expression; Key processes: viewing, drawing, re-[enacting](#), mimicking, signing]

[\(ACLASFC132 - Scootle !\[\]\(4688aadfd656ded00cd6bdfae55089a9_img.jpg\)\)](#)



Elaborations

viewing recorded or live children's stories and nursery rhymes in Auslan, for example National Simultaneous Storytime books, demonstrating understanding through drawing, gesture, modelled signs or voice

responding to short expressive texts that involve the movement of people, animals and/or vehicles, using drawings, familiar signs or re-enactments with puppets or props

playing with key elements of short signed stories, for example by mimicking facial expressions or repeated signs

interacting with a signing puppet or doll in an imaginary setting, for example by signing simple

questions such as:

WHAT NAME PRO2?

What is your name?

WHAT LIKE D-O PRO2?

What do you like to do?



participating in interactions in Auslan that involve imaginative responses to stimuli, using gestures, handshapes, facial expressions and simple signs

engaging with different forms of Deaf art, such as handshape creations

shadowing non-manual features in short Auslan poems or stories

Express imaginative ideas and visual thinking through the use of familiar signs, mime and gestures, with a focus on emotions, appearance and actions

[Key concepts: imagination, emotion, expression; Key processes: re-enacting, depicting, creating]

([ACLASFC133 - Scootle](#) )



Elaborations

using iconic signs to create variations to actions involved in familiar nursery rhymes, such as 'Incy Wincy Spider'

exploring emotions through the use of NMFs, for example by re-enacting a familiar scenario and modifying emotions each time, for example by switching from fear to excitement to anger

depicting the movement of people, animals or means of transport by using handshapes in creative ways

creating amusing sequences of signs using a fixed handshape, such as the index finger 'point',
PRO2 THINK PRO1 SHY?

Do you think I'm shy?



using gestures and modelled signs to create short skits that convey emotions and behaviours associated with characters from familiar stories or rhymes

enacting the movements and characteristics of a particular animal through the use of constructed

action

Translating

Translate words used in everyday contexts from Auslan into English and vice versa

[Key concepts: similarity, difference, meaning; Key processes: recognising, comparing, identifying, translating, explaining]

([ACLASFC134 - Scootle](#))



Elaborations

recognising that every language uses words or signs to make meaning

identifying aspects of Auslan which are the same in English, such as the fingerspelled alphabet

comparing and contrasting the iconicity of some simple signs in terms of their similarity to the object/referent, for example, drink, food, kangaroo, considering how this may help with translation between languages

explaining to family and friends the meaning and use of simple signs and expressions, for example, DOG, CAT, BIRD

Create simple print or **digital texts** such as labels, posters, wall charts or cards that use Auslan images and English words

[Key concepts: meaning, code, **bilingualism**; Key processes: labelling, creating]

([ACLASFC135 - Scootle](#))



Elaborations

using images of Auslan signs to name and label familiar objects and classroom items, using posters, word cards with pictures or alphabet cards with images, for example, A is for apple with fingerspelled letter for A

creating and using handshape images to represent signs and label with words, for example, flat hand = FISH

making their own bilingual picture dictionaries with English labels, images of signs and simple descriptions of signs

Identity

Describe aspects of themselves, such as membership of family and their school/class and languages they use, considering how these different elements contribute to their sense of [identity](#)

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

([ACLASFC136 - Scootle](#))



Elaborations

describing themselves and their family using supports such as pictures, photos and family trees

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

identifying friends, favourite places, objects or languages they know or are learning that contribute to their identity

Reflecting

Notice what is similar to or different from their own [language](#) and culture when interacting with stories, games and different forms of artistic expression in Auslan and from [Deaf culture](#)

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

([ACLASFC137 - Scootle](#))



Elaborations

responding to teacher prompts in Auslan or English to capture their impressions when viewing images, video clips or stories in Auslan, for example:

PRO2 LOOK VIDEO. LOOK WHAT?

You saw the video. What did you notice?

HAVE SAME? HAVE DIFFERENT? WHAT?

What's the same? What's different?



comparing aspects of their own lives with those of deaf children represented in digital images, video clips and stories, for example, ways of playing games, telling stories or interacting at school, home and in the community

describing how it feels to use Auslan to communicate or to watch Auslan being used by others, for example by responding to questions such as What are the main differences you notice when observing conversations between hearing people and between deaf people?

discussing changes or adaptations they make to their communicative style when using Auslan, for example waiting until they have a deaf person's visual attention before signing to them, maintaining eye contact when the other person is signing to them

Understanding

Systems of language

Recognise that meaning can be expressed through English words or Auslan signs and that signs have set handshapes, movements and locations, and identify and reproduce them independently [Key concepts: [handshape](#), movement, location, [iconicity](#); Key processes: identifying, noticing, recognising, understanding]

([ACLASFU138 - Scootle](#) )



Elaborations

realising that meaning is communicated through the use of signs, pictures, written or spoken words or miming

identifying the handshape of a sign, for example, COCKATOO (hs:5) and SOCCER (hs:fist)

recognising major types of path movements

understanding that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs

noticing that in signed languages meaning can be expressed through whole signs or through fingerspelling

recognising that some signs are iconic, linking to the appearance of a referent, for example, HOUSE, TREE, DRINK, ELEPHANT, and that some are not, such as SISTER, WHY, SIMPLE

understanding that while English is spoken and heard as well as written and read, Auslan is usually uniquely 'through the air' and not written down

experimenting with different ways of recording signs, including video, writing an English word or

drawing pictures

Recognise and restrict signing to the standard [signing space](#), and understand that pronouns, depicting signs and verbs can be located meaningfully in that space

[Key concepts: [signing space](#), verb modification, depicting signs; Key processes: noticing, identifying, recognising]

([ACLASFU139 - Scootle](#) )



Elaborations

describing the range of signing space in normal signed discourse

comparing and contrasting Auslan and English pronouns

noticing that the beginning and end locations of some verbs can be modified to show the referents involved, for example:

PRO1 ASK PRO3 versus PRO1 ASK_{-her}



identifying what sorts of things can be represented in a DS by handshape, for example, point can mean a person or tree or pole

Recognise that groups of words are combined to make a [clause](#) and that Auslan has word classes such as nouns, adjectives or verbs, and distinguish between statements and questions

[Key concepts: sign class, clauses, statements, questions; Key processes: recognising, observing]

([ACLASFU140 - Scootle](#) )



Elaborations

categorising noun signs into those for people, animals, places or things

learning that proper nouns can have a sign name or be fingerspelled

knowing that adjectives describe nouns in different ways, such as how they look (BIG or RED), feel (SOFT or HOT), smell (SMELLY) or sound (LOUD)

identifying verb signs (SIT, EAT, FEEL, WONDER, HAVE) and recognising that they are central to a clause

noticing there is no equivalent of the verb 'to be' in Auslan, which is a significant difference to English

understanding that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well, for example:

CALL^{-him}

I called him.

MAN THERE GO-TO POSS3 HOUSE

That man went to his house.

BIG MONSTER SCREAM

A big monster screamed.



recognising different nouns in clauses, including those that are shown with a pointing sign, such as GIRL READ versus PRO3 READ, or VISIT FRIEND versus VISIT PRO3

noticing that Auslan has more flexibility in word order than in English

distinguishing between clauses that are statements and those that are questions

Understand that texts are made up of units of meaning such as groups of words or sentences and that different types of texts have different features that help serve their purpose

[Key concepts: [text](#), [text](#) types; Key processes: recognising, noticing]

([ACLASFU141 - Scootle](#) )



Elaborations

recognising that texts are created to achieve different purposes, for example some texts tell stories or entertain while others give information

noticing differences in facial expressions of a signer when presenting different types of text, for example a procedure versus a narrative

Language variation and change

Understand that all languages including [signed languages](#) vary and borrow words and signs from each other

[Key concepts: [language](#) borrowing, variation; Key processes: noticing, recognising]

([ACLASFU142 - Scootle](#) )



Elaborations

understanding that there are two main Auslan dialects: the southern dialect used in Victoria, South Australia, Western Australia, Tasmania and the Northern Territory; and the northern dialect used in New South Wales, Queensland and the Australian Capital Territory

viewing videoed examples of Auslan signers from different parts of Australia, identifying the different signs used in southern and northern dialects, for example, signs for colours and some numbers

noticing that words such as proper nouns for names of people, places or schools are borrowed from English by fingerspelling and mouthing, but some also have sign names

recognising that Auslan borrows from other languages just as English does, and collecting words and signs used in their everyday lives that come from different signed and spoken languages

noticing the variation in 'handedness' between signers in relation to signs and fingerspelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

Language awareness

Recognise that Auslan is a legitimate **language**, one of many languages used in Australia and around the world

[Key concepts: **language** diversity, difference, vitality; Key processes: identifying, exploring, recognising] ([ACLASFU143 - Scootle](#))



Elaborations

identifying different languages used by their classmates or members of their families, for example by creating a class profile or language map

exploring similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and comparing the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate

recognising the unique nature of signed languages and understanding that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one 'universal' signed language

recognising that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages

exploring why and how some people are deaf, and identifying different ways that they access language; and investigating the use of hearing aids, FM systems or cochlear implants

Role of language and culture

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

[Key concepts: [language](#), culture, community, observable phenomena; Key processes: noticing, recognising, questioning, making connections]

([ACLASFU144 - Scootle](#) )



Elaborations

recognising that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own

appreciating that culture and cultural difference means that people may value different things or live differently, noticing observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs)

exploring how learning Auslan involves entering into a visual world or culture, for example by exploring different connections with physical space, such as being able to communicate through windows, or from a distance

exploring how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as How do deaf people ensure they can always see other people who are signing? How do deaf people watch movies or television programs?

recognising the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture

recognising the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities