

The Australian Curriculum

Subjects	Framework for Aboriginal Languages and Torres Strait Islander Languages
Year levels	Year 6

Years 3 to 6 Content Descriptions

Communicating

Socialising

Interact with others, sharing and comparing experiences, personal perspectives and points of view on topics related to immediate environment and personal world

[Key concepts, family, community, relationships, interaction protocols, experience, health and well-being, personal and cultural safety; Key processes: sharing, participating, recounting, discussing]

(ACLFWC023 - Scootle [↗](#))



Elaborations

using appropriate ways of talking and interacting in different social situations or with different social groups, including talking to people from different areas/Countries/Places or to people in positions of authority, senior people

recounting and sharing stories of personal experiences, journeys or discoveries, for example, hunting, tracking, navigating, road trips, trips to town, football matches, significant milestones, social and cultural activities and celebrations

participating in class, group and paired discussions about shared experiences and topics of interest, learning how to listen to others, to compare experiences, contribute ideas and provide feedback, noticing and talking about how the same event can be presented from different perspectives

sharing and explaining personal opinions and attitudes about school, entertainment, sporting and leisure activities

identifying and discussing behaviours, practices, facilities and events that contribute to their own physical and spiritual health and well-being and that of the class, school and community, for example, identifying how important people in their life influence them to act or behave in healthy, safe and culturally appropriate ways

discussing and evaluating protective behaviours to stay safe in different situations, including near water or roads, in the bush or when a person or situation makes them feel uncomfortable or unsafe

identifying and discussing traditional ways of preventing sickness and staying healthy

discussing shared values that they see as being important to family, school and community, for example, reciprocating, respect, care for the land/sea/water and community

persuading others in the class to consider a particular point of view or action

engaging in conversations and discussions with guest speakers, using culturally appropriate interaction protocols such as active listening behaviours, asking questions and offering opinions and ideas

sharing and explaining opinions about issues of shared interest, for example, parental, school and community expectations, peer pressure and intergenerational perspectives, identifying possible points of agreement or tension

engaging in online discussions with other young language learners to exchange information about cultural practices, experiences and shared interests, for example, leisure activities, community life, music and sport

recognising listener and speaker roles and the role of assumed and shared knowledge in everyday communication

Plan and participate in collaborative activities and events, negotiating and performing different roles and responsibilities that are appropriate to local cultural traditions

[Key concepts: collaboration, experience, shared decision making; Key processes: making arrangements, designing, making, planning, suggesting, negotiating]

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Elaborations

participating with Elders/community members in local cultural traditions and activities, such as, tracking, hunting, gathering and preparing food, looking for schools of fish, searching for honey ants, digging soakages, using hand signs as appropriate

following instructions from Elders, for example, cooking bush tucker, making different traditional tools, weaving baskets, collecting beans or shells to make necklaces, making bush shampoo, recording, remembering and explaining the processes to younger students

collecting resources used for cultural practices in the bush under supervision of Elders, for example, oil, greases, ochre, feathers

planning and negotiating roles for a class event, such as a cook-up, class display or performance, making a short video or presenting a school-assembly item, planning and conducting an interview with a special class guest

working together on collaborative tasks that involve negotiation and shared decision-making about content and design, for example, designing posters or menus for special events, designing a class garden, creating picture books for 'buddy' classes

working together to design posters or web pages to promote a school or community event

conducting, recording and presenting observations and findings of collaborative science experiments,

for example, monitoring the movement of cane toads

working with visual, print and digital modes of expression to create texts such as invitations to/programs for a class performance or event, for example, a reading night

collaborating to design an item such as a language flag, artefact or logo that incorporates elements of importance to the language community

Participate in classroom interactions that involve some changes to ways of communicating at school and the development of learning related language and interaction patterns

[Key concepts: interaction patterns, cooperation, domains of language use, agreement/disagreement, reflection; Key processes: working together, contributing, enquiring, building language, monitoring, clarifying, acknowledging, explaining]

(ACLFWC025 - Scootle [↗](#))



Elaborations

discussing differences between ways that they are expected to listen and speak in class and ways they do so in home and community

identifying particular domains of language use, words and expressions used at school which may be unfamiliar, such as terms related to particular content areas or interactions between teachers and students

taking on different roles in group and pair work, for example, being leader, recorder, time monitor, or reporting back to the larger group or providing feedback to others about their roles

using sign language for interactions in the classroom as appropriate

formulating different types of questions to ask a class visitor, such as open and closed questions and *when*, *why* and *how* questions

building the language of classroom interaction, for example, by asking relevant questions, prompting and checking individual and group understanding, using descriptive and expressive language when recounting experiences

developing language that supports planning of learning tasks and activities, organising resources, monitoring and recording learning experiences, such as clarifying and explaining, giving opinions, justifying, reporting results of group discussions

acknowledging others' ideas and opinions and indicating agreement or disagreement in non-judgemental ways

developing language to evaluate and reflect on their own learning, for example, describing how they

feel when they are learning a new skill, strategies they use to persevere until they are successful, identifying ways they use their strengths to help themselves and others

Informing

Gather, organise and compare information from a range of sources relating to Country/Place, community and past and present ways of living

[Key concepts: past and present, natural environment, caring for Country/Place, social and cultural events, health and well-being; Key processes: enquiring, investigating, comparing, describing, tracking, mapping, measuring, charting, explaining, analysing]

(ACLFWC026 - Scootle [↗](#))



Elaborations

listening to stories of the past from Elders and community members, for example, accounts of where they grew up, what they did, their way of life, where they visited, how they communicated, practices such as the use of smoke in healing and purification, funeral practices, what values were important, how knowledge was transmitted; making comparisons with their own experience and contemporary life and discussing how daily lives have changed

comparing traditional and contemporary roles in the community, for example, those of store keeper, nurse, teacher, park ranger, traditional healer and people responsible for Law, song and dance

examining and analysing a range of sources, such as photographs, maps and oral histories, to collect information about people, places and events in their community's past and present to develop an annotated timeline or other visual representation of significant changes to community life, for example, contact history, modifications to water supply, establishment of the community store, clinic and school, introduction of currency, changing community and school policies with respect to language learning

comparing photographs that reflect changes from the past to the present in a specific environment or location, identifying elements of both change and continuity

creating charts, pictorial stories, maps, digital and oral presentations to represent and to explain elements of past times

describing the seasons, identifying and recording indicators of seasonal and weather changes, for example, behaviour of animals, reptiles, birds, insects, plants; changes in wind direction, charting different forms of plants during the seasons, such as flowering, fruiting, shedding of bark, night sky and star formations; developing their own (class) seasonal calendar

measuring daily meteorological data, for example, temperature, humidity build up, rainfall, wind direction, sun intensity, times of tides, and constructing charts, column and picture graphs to record gathered information

investigating and describing how seasons and weather and availability of natural water sources affect

people's lives and practices

researching information about practices that care for Country/Place, for example, waterhole management and protection, fire management, species management

observing and reading signs of Country/Place, such as the presence of bees, changing colours of bark, different tracks, tides, seaweed dumps, burnt ground, regeneration of vegetation, special (warning) calls of birds, ripening of fruit, changes in the night sky

using appropriate cultural categories to classify different types of plants and parts of plants and their uses, for example, what different parts of plants are used for, which parts/plants are poisonous, presenting findings in chart, poster, table, graphic or digital form

undertaking plant and animal surveys, for example, by recording details of plants that grow at school, in the community, on the side of the road, in the bush, of animals found in communities, on the roads, in the uplands, and of their habitats

observing and presenting information through photos, captions and commentary on how different bush foods grow in different ways, for example, underground, on a vine or on a bush

investigating with Elders some common bush medicines, talking about how they are used for different purposes, recording details through photos, pictures, diagrams, captions, descriptions and commentary

making and recording observations of how living things such as insects, frogs or plants develop through their life cycles, recognising the effect on these cycles of different environmental factors

mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure, key community facilities, indicating distances and describing Country/Place from a birds-eye view

creating a calendar of key social and cultural events and activities in the community, for example, important celebrations, football matches, dog vaccinations, cattle mustering, annual school dances

visiting the arts centre and learning how to make and decorate artefacts and make paint

investigating the languages used and roles played by people in different community contexts, such as the store manager, administrator, arts coordinator, health worker, ranger, traditional healer, tour guide, mechanic, interpreter, Law person, cattle ringer

surveying peers and community members on various topics, for example, favourite television programs, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; presenting results in chart, graph or digital format

conducting face-to-face or online interviews or surveys with peers, family members or community

contacts to compare accounts of similar experiences

naming and explaining inside and outside body parts, for example, stomach, blood, bone

reading/viewing/ listening and obtaining information from community texts such as posters from health clinics, school magazines or community notices

comparing and surveying healthy ways of eating, identifying what is available from the community store and which healthy foods they like to eat

extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, and discussing key messages

keeping a diary of food consumption over a week, classifying types of food consumed, analysing how much bush food is in their daily diet

visiting the health clinic to gather information about services the clinic provides and general health issues

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines, narratives, descriptions and procedures

[Key concepts: Country/Place, community life, identities; Key processes: creating, editing, presenting, profiling, sequencing]

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Elaborations

collecting information about each other's likes, dislikes or interests to create a class profile, chart or database, using checklists, surveys or question cues

creating a class book or digital display about topics they have been studying in their language classes and/or other curriculum areas

writing narratives about their community's past and present based on researched facts, characters and events

creating and editing a presentation that includes text, images and sounds to record and explain aspects of life in their school, community, region

constructing a multimedia profile of their school and community

recounting an event, an experience or a journey, for example, a hunting trip, providing details such as how they travelled, who was with them, what animals they tracked and sighted, who cooked the animal

writing procedural texts, for example, to explain how to prepare and cook bush tucker, how to make tools, how to decorate artefacts, how to play a favourite computer game, sport or playground game

creating profiles to present to the class of significant people, for example, favourite sports personalities, music groups, celebrities, community leader/negotiator/spokesperson

introducing a guest speaker or visitor to the class, providing information on their background, purpose of visit, achievements

collaboratively planning, rehearsing and delivering short presentations, providing key details in chronological sequence

creating texts such as flyers, posters or posts on the school website to advertise an upcoming event

describing milestones or significant events in their lives that have shaped their identity, for example, by creating timelines or visual representations

Creating

Listen to, [read](#) and view a variety of texts, describing and discussing key elements, ideas, [characters](#), events and messages, making connections with own life and experiences

[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key [text](#) types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

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Elaborations

participating in and responding to shared and guided reading of traditional and contemporary texts, for example, by retelling or re-enacting the story to others in spoken, written, or multimodal form, by creating a timeline of events or a profile of a favourite character

creating digital profiles of characters they enjoy in texts, providing physical and character descriptions and examples of their ways of communicating and behaving

conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline with supporting commentary

describing and discussing characters, main ideas, events and settings of different texts and exploring how language is used to present these features in different ways

participating in shared and guided reading of texts, making predictions about the development or flow of ideas, using contextual and visual cues and responding to questions about characters, ideas and events, sharing and comparing reactions and responses

listening to Elders/community speakers telling stories and singing songs, interpreting signs and gestures, talking about key messages and using correct protocols to ask clarifying questions; understanding the significance and role of storytelling and singing in traditional and contemporary times

making connections between their own lives and experiences (as members of families and communities) and the events represented in traditional stories

recognising that there are different ways of telling a story, for example, through dance and paintings, and discussing the uniqueness of symbols, colours, stories and feelings represented and reflected in dances and paintings from different regions of Country/Place

interpreting and explaining artistic traditions and visual design, for example, paintings, etchings, rock art, etching or dance, interpreting messages conveyed through these forms

discussing key messages, social values and traditional Histories expressed in stories, songs and dance in oral, print and digital formats

responding to a creative contemporary text by manipulating the original to create a new version, for example, re-sequencing events, adding a new element, changing location or character, or creating an alternative ending

understanding and discussing the importance of story and informal yarning and their role in transmitting language, culture and traditional knowledge

retelling stories to feature different places, species or social groups

composing a review of a song, story, cartoon, IndigiTUBE clip or television program, providing positive and negative critique, using modelled language and textual features

participating in shared reading experiences, self-correcting when the reading does not make sense, using pictures, context, meaning, phonics and grammatical knowledge to help comprehension

Create, present and perform expressive and imaginative texts that involve different modes of presentation, such as stories, dance, skits or video clips, based on a stimulus concept, theme or resource

[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, dances, performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC029 - Scootle [↗](#))



Elaborations

creating and performing imaginative texts such as stories, songs, raps and skits based on a stimulus

concept, theme or resource, and incorporating elements of humour to entertain others

experimenting with different ways of telling stories, using a range of different texts and modes of presentation, for example, oral texts, photo stories, e-books, dance, visual design or digital texts, incorporating cultural elements, symbols and conventions as appropriate

creating imaginary characters, places or animals and presenting them through performance, digital display or visual representation

creating and presenting real or imaginative texts, incorporating humorous and expressive language to entertain younger audiences, for example, audio Big Books, puppet plays, cartoons, short video clips or voki animations, selecting language and images that enrich the visual or listening experience

telling the story of a real or imagined journey involving a variety of characters, places and events

reading a storyboard and retelling the information in their own words

composing dialogues between real/imagined characters in challenging or amusing situations, using expressions and behaviours that convey emotion or humour

creating a video clip to launch a real or imagined product designed to appeal to their peer group

Translating

Translate short texts from the [language](#) into other known languages and vice versa, including the [register](#) of sign [language](#), noticing words or expressions that are not easy to translate and identifying elements which require explanation rather than literal [translation](#)

[Key concepts: equivalence, meaning, [culture](#)-specific concepts; Key processes: identifying, translating, transcribing, predicting, deducing, selecting, comparing, explaining]

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Elaborations

translating a range of familiar texts, for example, information from the health clinic, songs, reports, recounts, using visual and print dictionaries, word lists and pictures

transcribing short, simple spoken texts, such as instructions or procedures, for example, making a coolamon or fishtrap, digging for honey ants, identifying words and phrases that have more than one literal meaning

showing others how different signs and hand talk are used and explaining their meaning and symbolism

explaining visual design and performances to others, including the use of symbolism

translating texts such as songs and stories, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, landforms, traditional foods, kinship terms of address, name substitutes

identifying and explaining concepts, practices and expressions in the language which do not easily translate into English, and vice versa for example, the number system, time, terms for colour, daily and seasonal cycles, kinship terms, environmental sounds and elements such as noises made by different birds


translating and matching words to describe family and relationships in the language and English, finding examples of words that have no English equivalents

identifying and working out the meaning of unfamiliar English words and expressions used in other curriculum areas, including technical language, and discussing how they would explain their meaning in the language, for example, paper, bunsen burners, safe houses, GPS, photocopying, clicking and dragging

identifying and discussing contexts in their community where translators and interpreters are required

demonstrating and explaining to others elements of non-verbal communication in the language that require interpretation, such as hand talk, sign language, facial expressions, eye contact, lip pointing

Create bilingual/multilingual texts for the classroom and the school community, such as records of excursions and shared learning experiences, songs, photo stories, posters, brochures, maps

[Key concepts: [bilingualism](#), expression; Key processes: creating, performing, describing, code-mixing] ([ACLFWC031 - Scootle](#) )



Elaborations

creating bilingual/multilingual signs, posters, notices and labels to be displayed in the classroom and around the school

creating a bilingual/multilingual brochure about their community for a visitor, including a map of key features, protocols, cultural information

creating bilingual/multilingual texts such as cartoons, songs, photostories, reflecting on how different meanings are communicated in different languages for different audiences

creating bilingual/multilingual texts to promote school or community events, such as, invitations, brochures, digital presentations, posters, maps, newsletter items

creating bilingual/multilingual resources for 'buddy classes', for example, stories, animations, games

creating bilingual/multilingual captions and commentaries for a school display, for example, an art

display

Identity

Describe kinship relations as a system and explain its role in determining social behaviour
 [Key concepts: [identity](#), relationship, kinship, family terms, social groupings/sub-groupings, story, behaviour, ways of talking; Key processes: investigating, explaining, describing, categorising]

(ACLFWC032 - [Scootle](#))



Elaborations

working with Elders to map community-wide links between families according to traditional kinship systems, for example, skin, clan, moieties, other social groupings

explaining how moieties, skin groups or other social groupings form patterns through the generations

investigating and explaining appropriate behaviours for different relationships, such as friends, boyfriends/girlfriends, right skin marriage partners and in-laws

identifying and categorising personal and family names, for example, names affiliated with the land, sea/water or sky, names belonging to a moiety or other social groupings

investigating and discussing the meanings of personal and family names and of other ways of referring to people

designing visual representations, such as concept maps, posters, slide presentations with captions, to identify and explain group memberships, for example, friendship, family, sporting, interest and community groups, discussing what such memberships mean to their sense of identity

using appropriate behaviours and ways of talking in specific kinship relationships, for example, using avoidance language, name substitution, respecting name/word taboos, averting gaze

talking about ways their community expresses elements of identity, for example, behaviours associated with sporting teams, coastal versus inland communities, community events

considering the role identity plays in contributing to individual, peer group and community health and well-being

identifying markers of identity that may be important across other cultures, for example, elements of language or behaviours associated with family, community, location, age or gender

Interact with Country/Place, for example, by discussing roles within the family, ownership, custodial and totemic affiliations, and links between History, social groups and natural species

[Key concepts: Country/Place, [identity](#), significance, family, Dreaming/History, totemic affiliation, role

connections; Key processes: identifying, naming, describing]

(ACLFWC033 - Scootle [↗](#))



Elaborations

identifying and naming traditional Country/Place of parents and grandparents

naming and describing features of Country/Place that belong to different family and kinship groups

recognising that certain places have special significance to certain social groups and represent special bonds between people, place and story

learning from Elders about their own developing roles and responsibilities with respect to caring for Country/Place

identifying the traditional owners and managers of tracts of Country/Place and their roles in respect to Country/Place

Describe and explain behaviour, rights and responsibilities in relation to the kinship ownership of songs, stories, dances and designs

[Key concepts: **identity**, rights, responsibilities, ownership, behaviour; Key processes: describing, explaining, discussing]

(ACLFWC034 - Scootle [↗](#))



Elaborations

identifying and explaining how art forms, such as body paintings, designs, paintings, funeral poles, songs and dances, identify people and places

explaining how different family members have different responsibilities in the performance of ceremonies, traditional performances and other social and cultural events

explaining how ceremonial body designs, songs, dances and paintings are determined by family, skin, other sub-groups and story

identifying and explaining the significance of stories that belong to particular social groups and of natural features, including animals and natural species

understanding that ownership of songs, stories, dances and designs is determined by traditional kinship and other social groupings, place, History and story

listening to Elders' traditional stories, making links between people, stories, songs of Country/Place and the social importance of connections to History

Reflecting

Notice and describe similarities and differences in ways of using **language** and interacting with people when communicating in the **language** and in other known languages, including English

[Key concepts: **language**, **culture**, values, similarity and difference, **communication**, emotion; Key processes: noticing, comparing, describing, reflecting]

(ACLFWC035 - Scootle [↗](#))



Elaborations

recognising cultural differences in ways of showing attitudes or expressing feelings when using the language, English or other known languages, for example, ways of showing respect, being polite, thanking or showing sympathy

describing how they communicate differently in the language, English or other known languages when interacting with different people, for example, with Elders, friends, parents, teachers, administrators, health professionals

comparing how they refer in the language and in English to other people, such as younger relatives, authority figures, in-laws

noticing how respect is shown to Elders in the community, for example, through the use of terms of address and expressions of deference, and comparing this to terms and expressions used in other languages and cultures

reflecting on the range of gestures and other forms of non-verbal behaviour used when communicating in the language or other languages

reflecting on situations where they switch between the language, English and other known languages, discussing why they do this, for example, when talking about different issues or topics, such as sport, food, music or social media

reflecting on the experience of being bilingual/multilingual, identifying benefits of knowing more than one language and considering whether moving between languages affects their sense of identity or 'belonging'

comparing observations about how interacting in the language feels different to interacting in English, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language

Compare and use the patterns of speech sounds, **intonation** and rhythm in the **language** and learn the

written forms of these and associated conventions

[Key concepts: sound system, writing system, intonation, rhythm, sound–symbol correspondence, punctuation, conventions, alphabetic order; Key processes: listening, recognising, comparing, reading aloud, transcribing]

(ACLFWU036 - Scootle [↗](#))



Elaborations

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

linking written devices/techniques to spoken differentiation between statements, questions, requests, exclamations, as well as to beginnings, pauses and ends

understanding how to use sound–symbol relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and sound changes

recognising that there are constraints in the ways speech sounds may be ordered to form words, for example, sounds allowed at the beginnings and ends of words, what consonants may cluster together

making one-to-one correspondences between speech sounds, morphemes, words, phrases and sentences and their representations in written texts

using knowledge of sound–symbol correspondences to read syllables and familiar words, phrases, sentences and extended texts out loud

identifying words from the language that have been borrowed by English, noting any difference in pronunciation that occurs as English words

paying attention to consistency in spelling, checking spelling using dictionaries and other standard sources

identifying different uses of commas in texts, including to separate clauses and items in a list

recognising and using alphabetic ordering as a storing and sorting device

noticing the role of parts of the mouth, nose and throat in the production of speech sounds

recognising the difference between vowels and consonants and the role of vowels in syllables

transcribing elements of spoken language using their knowledge of the language and its writing system

identifying words in the language they think would be difficult for a non-speaker to transcribe

Understand and describe the word formation processes in the [language](#), including the use of prefixes and suffixes

[Key concepts: word formation, word class, grammatical person and number, negation, [metalinguage](#);

Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU037 - Scootle [↗](#))



Elaborations

increasing and developing vocabulary across domains of language use, including synonyms and different forms, giving examples of the common word classes in the language and in other known languages including English, such as examples of nouns, pronouns, verbs, adjectives, adverbs

describing how word classes are treated differently in the language and in other known languages, including English, for example, the use of:

- number in nouns and pronouns (singular, dual, plural)
- tense and mood in verbs (affixation and separate words)
- case in nouns and adjectives and case agreement
- order of words in sentences

discussing the formation of words, for example, the addition or change of a suffix or prefix to convey different meanings

recognising that languages from the same region may have words in common and identifying patterns in such sets of shared words

understanding that languages have systematic structures and are rule-bound

understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level

making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tense in verbs, use of affixes versus prepositions

noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts

developing metalinguage for talking about language, for example, *noun phrases*, *word order*, *suffixes*, *prefixes*, *tense*, *transitivity*

identifying in which areas of vocabulary the language has many more words than English, and vice versa, explaining possible reasons for this

demonstrating main topical areas of vocabulary, for example, groupings of natural species, cardinal directions, kinship system, and contrast these with English vocabulary groupings

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular [language](#) features, and understand and apply [text](#) conventions

[Key concepts: purpose, [language](#) features; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU038 - Scootle [↗](#))



Elaborations

distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country/Place and convey explanations of features of Country/Place, mud-maps are for conveying basic directions

investigating the purpose and use of sign language, for example, for hunting, for recently bereaved, for communicating at a distance, for restricting who can understand the message

applying emerging knowledge of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used; accommodating in written texts the repetition and parallelism that characterise oral texts

recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past tense in traditional narratives and recounts

linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding

sequencing content according to text structure

recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

noticing differences between spoken and written texts, for example, by comparing a written story with a spoken version of the same story

becoming familiar with the conventions of a range of text types, for example, narratives and instructions

Language variation and change

Understand that speakers vary [language](#) forms and styles according to kin relationship and [context](#)

[Key concepts: kinship, respect, [register](#), silence, taboo; Key processes: observing, examining, explaining, investigating, noticing, recognising]

(ACLFWU039 - Scootle [↗](#))



Elaborations

observing how language is used to establish, maintain and reflect kin-based relationships

recognising and using specific ways of communicating messages that are linked with relationships, for example, indicating respect within families and extended kinship groups by avoiding direct eye contact, using indirect references and the use of silences and gestures

investigating word taboo and reasons for its existence

observing that verbal interactions can be more or less formal to suit the relationship between speakers, for example, relaxed, joking styles used with some kin compared to respectful, restrained language used with others

noticing differences in the ways speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders

reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in their language use and communicative behaviour

recognising that older people in the community use some different words to talk about familiar things

explaining differences in the ways language is used in different situations, for example, talking to their siblings, participating in cultural performances, talking in a big group

Recognise that languages change over time

[Key concepts: [language](#) shift, [language](#) loss, borrowing and relatedness; Key processes: identifying, recognising]

(ACLFWU040 - Scootle [↗](#))



Elaborations

identifying and discussing words in the language that have been borrowed from other languages to describe new concepts, for example, words for new things such as, technological innovations

understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Explore the **language** situation of their community and the diversity of **language** situations in Australia
 [Key concepts: change, sign; Key processes: recognising, discussing, investigating]

[\(ACLFWU041 - Scootle !\[\]\(c507f772dba2b921f86777f01218e570_img.jpg\)](#))



Elaborations

identifying immediate neighbours and the languages they speak, noting differences and similarities with their own language, shared vocabulary and regional variations in language structure and use

investigating the distribution of speakers of the language across Australia, and the use of the language in the media, for example, in TV programs, films, IndigiTUBE

understanding the current situation and status of the language and how strong it is across generations

recognising how the language has been transmitted across generations and how it has been recorded, discussing reasons for different spellings of words within the language

recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the historical reasons for such variation

investigating language revival programs, for example, processes and protocols involved, success stories and challenges, and considering what these efforts mean to the communities

understanding that the language is among the small number of Aboriginal and Torres Strait Islander languages still spoken across all generations

exploring how physical and biological environments affect linguistic ecology

recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined

[Key concepts: cultural safety; Key processes: recognising, observing, discussing]

[\(ACLFWU042 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754_img.jpg\)](#))



Elaborations

understanding that there are open and closed versions of stories and ceremonies

observing and discussing protocols surrounding the retelling and sharing of stories

understanding that specific people as custodians of songs, stories and dances have the right to share

these

understanding that certain people have the authority to give strangers access to certain areas of Country/Place

Role of language and culture

Reflect on how a community's ways of using [language](#) are shaped by values and beliefs

[Key concepts: Country/Place, cultural expression, transmission, value, belief, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU043 - Scootle [↗](#))



Elaborations

showing awareness that languages carry cultural ideas and values, for example, through culture-specific words, styles of addressing people, use of silence, speech prohibitions, respect, land-language associations, and non-verbal communicative behaviours

identifying terms of address or expressions that reflect community values and traditions, for example, at ceremonies, during sorry business, when visiting other Countries, or when visiting significant sites on Country/Place

recognising/noticing how family and community values and behaviours, such as familiarity, mutual obligation, reciprocity, deference or respect and caring for Country/Place are conveyed in the language

recognising that the language has various social, spiritual and cultural functions in their community

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

comparing elements of communication, such as the role of silence or eye contact, in different cultural contexts and exchanges

understanding that people 'read' intercultural experiences in different ways depending on their own cultural perspectives, recognising the validity of different perspectives and questioning notions of 'right' or 'wrong' ideas

investigating how their community expresses its relationship with the natural environment through language, for example, with seasons, stars, reef, rivers, waterholes, plants and animals

understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge

recognising that song and song language play a central role as keeping-places of knowledge

understanding that the language has a rich oral literature, which recounts the important journeys and events associated with totemic ancestors/important Elders, and understanding that these stories also map the land and the values of the culture

understanding and discussing the importance of story and the role of storytelling in transmitting language and culture

discussing the fact that concepts may be culture-specific, for example, referencing how relationships are structured, how time and quantity are expressed, how elements such as land, sea/water and sky are viewed, spatial awareness

identifying how the language categorises things differently from English, for example, in relation to generic and specific words for plants and animals, such as ‘tree’ or ‘kangaroo’ and, considering reasons for such differences

Role of language building

Understand ways the [language](#) and [culture](#) can be maintained and strengthened in changing contexts [Key concepts: [language](#) maintenance and development ; Key processes: discussing, exploring, considering, investigating, [language](#) building]

(ACLFWU044 - Scootle [↗](#))



Elaborations

exploring ways that language and culture have been maintained and strengthened in their community, for example, by using the language in families and school language programs, storytelling, writing, recording, archiving material, media services, songs and music, visual design

recognising the existence of materials such as audiotapes and visual and historical documents available through community organisations and in local, state and national archives, libraries, literature production centres, language centres and bilingual schools

exploring some of the complexities and challenges involved in keeping oral traditions strong and understanding the role they can play in this process

documenting and storing texts they have created themselves in appropriate safe-keeping places

Years 3 to 6 Content Descriptions

Communicating

Socialising

Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interests and activities [Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

(ACLFWC152 - Scootle [↗](#))



Elaborations

describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life

sharing and reflecting on learning experiences, such as visits, meetings, school and community activities with class members, using gestures, illustrations and graphics to support commentary

recounting specific events or experiences, using familiar and modelled language

asking and responding to questions to identify/describe features of people, plants, animals and items in the environment, for example, by referring to colour, size, number, location

talking about aspects of their personal worlds, such as interests and leisure activities

describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship

showing interest in and respect for others, for example, by expressing praise or encouragement

expressing personal experiences and future plans, using modelled sentence patterns

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events, activities or school performances

[Key concepts: collaboration, planning, performance; Key processes: compiling, planning, rehearsing, making]

(ACLFWC153 - Scootle [↗](#))



Elaborations

participating in excursions with Elders and community members to experience story places or

keeping places, listening to associated stories

visiting community centres, art centres or language centres and recording the experiences, for example, by developing a digital presentation or photo-story

working with Elders/community members to develop a short ‘Welcome to Country/Place’ and/or ‘Acknowledgment of Country/Place’ to use at formal school functions or community events

working together on collaborative tasks, such as designing posters, menus or invitations for special events, designing class bush tucker or a garden, creating picture books for buddy classes

interacting with Elders/community speakers, following instructions, for example when making an artefact, creating an art work or preparing bush tucker, using hand signs as appropriate

participating in and sharing responses to local cultural events and celebrations

participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, labelling and captioning photos for a class display and sharing responses through class discussion

creating a skit, performance or action game to introduce a buddy class to aspects of the language and associated culture, for example, individual words, gestures or expressions associated with common exchanges such as introductions, items and artefacts

engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event

giving directions, for example, to guide others to specific locations

Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help

[Key concepts: routine, interaction; Key processes: responding, contributing, enquiring]

[\(ACLFWC154 - Scootle !\[\]\(0d7ca0919e6c47bbd874bfa0189fe22e_img.jpg\)\)](#)



Elaborations

using rehearsed phrases and sentences to initiate and respond to language used in familiar classroom routines and exchanges, such as requesting a drink, asking permission to leave the classroom, borrowing equipment using rehearsed phrases and sentences

recognising and rehearsing interjections or fillers used in everyday conversations

asking simple questions and responding with simple statements, for example, asking for help,

providing repetition or clarification

enquiring about and describing the location of classroom items and materials

preparing and displaying a set of agreed classroom procedures

participating in class activities that involve vocabulary, actions, signed expression or board/digital games

Informing

Gather, record and classify information from a range of sources from Country/Place, historical documents and contemporary resources

[Key concepts: community life, leisure, environment, Indigenous knowledge, health, well-being; Key processes: identifying researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC155 - Scootle [↗](#))



Elaborations

finding out the origins of Indigenous names, for example, of streets, city parks, rivers, public institutions, social programs in their area

labelling, ordering and classifying natural objects from the environment according to Indigenous taxonomies

obtaining information from a variety of sources about the natural environment, for example, by listening to visiting Elder/community members, reading, viewing, consulting historical resources and photos, and presenting findings in chart, poster, table, graphic or digital form

reading, viewing or listening to simple texts such as posters, signs, historical documents, word lists, answering questions by selecting from options and filling in gaps

viewing a demonstration, for example, of cooking bush tucker, cooking in an earth oven, and recording key words/phrases related to processes associated with the collection and preparation of food

surveying peers and community members on different topics, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/time spent in those activities, languages spoken; and presenting results in chart, graph or digital formats

labelling, drawing and matching inside and outside body parts

observing and reading signs of Country/Place with the guidance of Elders/community speakers, for example, the presence of bees, dragonflies, changing colours of bark, different tracks, tides, seaweed dumps, regeneration of vegetation, special (warning) calls of birds, turtle mating, ripening of

fruit, changes in the night sky; and recording these details through photos, pictures, diagrams, captions, simple descriptions and commentaries

classifying different types of plants/parts of plants and their uses, for example, what different parts are used for or which are poisonous, presenting findings in chart, poster, table, graphic or digital form

mapping Country/Place in various forms, for example, on paper, in sand or mud, labelling key topographical features and infrastructure and making simple statements about their locations in relation to other places, for example, *east, west, near, far, other side of...*

investigating and discussing where appropriate the meaning of personal and family names of Aboriginal and Torres Strait Islander origin

surveying and comparing healthy ways of eating, for example, by identifying what is available from the school canteen and listing which healthy foods they like to eat, recording and presenting results in chart, graph or digital format or by giving an oral presentation

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams

[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling]

[\(ACLFWC156 - Scootle !\[\]\(17413706fd4997a1a4bdf85c6864eee1_img.jpg\)\)](#)



Elaborations

talking about Country/Place, using a range of location and direction terms

presenting information about events and activities in Country/Place through spoken, print and digital forms

creating a profile of a prominent community figure, for example, a sports personality, community leader/negotiator/spokesperson, a musician or artist

organising and presenting information relating to language and culture, for example different expressions of storying, art or dance, using simple sentence structures, familiar vocabulary and concrete materials

creating a video clip that incorporates captions and commentary to demonstrate procedures for activities such as preparing and cooking bush tucker, making tools, decorating artefacts, playing a favourite computer game, sport or playground game

creating texts such as flyers, posters or posts on the school website to advertise an upcoming event

Creating

Listen to, [read](#) and view different real and imaginative texts, identifying and making simple statements about key elements, [characters](#) and events, and interpreting cultural expressions and behaviours [Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key [text](#) types: songs, dances, stories, paintings and visual design, video clips]

[\(ACLFWC157 - Scootle !\[\]\(3dfb8d66e81160ad61421a3452093d1b_img.jpg\)\)](#)



Elaborations

recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures or responding to questions, such as, *Who? Where? How long? What?*

participating in shared and guided reading/listening/viewing of real and imaginative texts, for example by making predictions about the development or flow of ideas, using contextual and visual cues, responding to questions and comparing responses to different characters, ideas and events

conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline

mapping sites, landforms and other features of Country/Place through which a travelling story/storyline passes

listening to Elders/community members tell stories on Country/Place, interpreting hand signs and gestures, retelling parts of the story, for example, in sand, through painting or by performing, using a combination of words/phrases, illustrations, movements and visual props

listening to Elders/community members telling stories from their local area, and responding by retelling parts of the story

interacting/engaging with artistic expression/techniques appropriate to Country/Place, such as paintings, drawings, etchings, sculptures and dance, interpreting messages conveyed through these different forms

discussing key messages expressed in stories, songs and dance, such as social values and rules for living, comparing them to messages conveyed by stories in other cultures and languages

responding to a specific creative text by adapting the original to create a new version, for example, by re-sequencing events, adding new elements, changing time, location or character, or creating an alternative ending

understanding and discussing the importance of story/ storytelling in transmitting and maintaining language and culture

[Create](#) and present real and imaginative texts suitable for a particular [audience](#), using familiar

expressions and modelled [language](#)

[Key concepts: imagination, entertainment, [audience](#); Key processes: imagining, creating, experimenting, performing, storytelling; Key [text](#) types: raps, songs, dramatic performances, [digital texts](#), video clips, skits, paintings and visual design]

[\(ACLFWC158 - Scootle !\[\]\(4729e517bc6a7cd81c8025b9646574fb_img.jpg\)\)](#)



Elaborations

creating and performing their own stories, songs and skits, incorporating non-verbal elements to enhance audience comprehension and entertainment, for example, gesture, facial and vocal expression

experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces

creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques

creating real or imaginary characters, places or animals and presenting them through performance, digital display or visual representation

incorporating onomatopoeic sounds into written/performed texts to enrich the texts and to entertain readers/the audience

creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, video clips, vokis or animation, selecting language and images that enrich the visual or listening experience

creating shared art work (visual or performative) to tell a story, using symbols and expressive techniques appropriate to Country/Place

Translating

Translate simple texts from the [language](#) to English and vice versa, identifying elements which require interpretation rather than [translation](#) and involve cultural references

[Key concepts: equivalence, meaning, [translation](#); Key processes: translating, predicting, selecting, comparing]

[\(ACLFWC159 - Scootle !\[\]\(b64b40baaee5acddc1eab8538ba84754_img.jpg\)\)](#)



Elaborations

using visual or print dictionaries, word lists and pictures to translate simple familiar texts such as labels, signs, captions, charts, posters, applying knowledge of grammatical rules and context, for example, by locating word stems or by removing affixes

translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, landforms, kinship relations

explaining to others culture-specific words that do not easily translate, such as language associated with artefacts, implements and kinship terms of address

identifying words and phrases that have more than one literal meaning

explaining the meaning of art works and performances to others, including the use of symbolism

Create bilingual texts for the classroom and the school community, such as songs, picture dictionaries, captions for images and displays, photo stories

[Key concepts: [bilingualism](#), expression; Key processes: performing, describing, code-mixing, captioning]

(ACLFWC160 - Scootle [↗](#))



Elaborations

creating bilingual wall charts or picture dictionaries with captions and simple descriptions in English to explain language words and related cultural ideas

performing bilingual versions of familiar songs, for example by alternating lines/verses between the two languages

creating bilingual texts such as posters and songs, and discussing how to represent meaning in different languages for different audiences

creating bilingual texts such as brochures, posters or invitations to inform others about upcoming events

Identity

Explore their own sense of [identity](#), including elements such as family, friends, interests, membership of groups, and consider markers of [identity](#) that may be important across all cultures

[Key concepts: [identity](#) (individual and group), kinship, community, membership; Key processes: creating, representing, discussing, comparing]

(ACLFWC161 - Scootle [↗](#))



Elaborations

creating a class wall chart or family tree, labelling with appropriate kinship terms (Aboriginal and Torres Strait Islander students may be able to source information about their totems/moieties and other affiliations from home, family and community sources)

investigating and discussing, as culturally appropriate, the meaning of personal, family and other names and their significance as markers of identity

working with Elders to map community-wide links between families according to known kin links

designing visual representations, such as concept maps, posters or captioned slide presentations, of their group memberships, for example, friendship, family, sporting, interest and community groups, moieties, and discussing what such membership means to their sense of identity

creating a profile to capture their sense of personal identity, for example, through an avatar or montage, using key words and expressions and commenting on the significance of particular events, influences or interactions

considering how their individual upbringing and experiences impact on their assumptions/attitudes when participating in intercultural interactions, for example, in relation to notions of leisure/free time or family and community responsibilities

talking about ways local Aboriginal and Torres Strait Islander communities express elements of their shared identity, for example, through behaviours associated with sporting teams, distinctions between coastal versus inland communities, through community events and profiling of identities from their community

noticing and comparing their use of words or expressions from different languages when communicating in English and discussing how this relates to their sense of identity

monitoring their development as learners of the language, for example, by recording learning experiences, reflections in blogs, learning logs or journals

identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender

exploring the concept of collective identity by designing an item, such as a language flag or artefact, that incorporates elements of importance to the language/community

Reflecting

Notice and describe ways in which the **language** and associated communicative behaviours are similar or different to other known languages and cultures

[Key concepts: **language**, **culture**, values, similarity, difference, **communication**; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC162 - Scootle [↗](#))



Elaborations

noticing how respect is shown to Elders in the community, through practices such as terms of

address and expressions of deference, and comparing to practices associated with other languages and cultures

noticing aspects of communication and cultural expression characterised or reflected in language stories, songs, visual design, dance or audio/visual media such as IndigiTUBE, and reflecting on/comparing their individual responses to these elements

comparing their own and each other’s reflections on the experience of participating in and learning the language, and considering whether their attitudes or understandings have in some respects changed through the experience

comparing observations about how interactions in the language feel different to interactions in English and other known languages, identifying different ways of socialising or communicating that seem to be culture-specific

Understanding

Systems of language

Distinguish and produce the speech sounds of the **language**, understanding how these are represented in writing

[Key concepts: punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading]

(ACLFWU163 - Scootle [↗](#))



Elaborations

identifying meaningful sounds, syllables and morphemes in words and phrases

confirming sound–symbol correspondences in the language by reading syllables, morphemes and words for meaning

using conventions of the written language, for example, punctuation, capitalisation, diacritics, digraphs, to support links with the spoken language

identifying morphemes, words and phrases in speech and matching these with their written forms

paying attention to consistency in the spelling of the language, with direct reference to the sound system of the language

noticing variations in pronunciation of the same word by different speakers and discussing whether this can be reflected in the spelling of the word

recognising that in some cases the original sound/parts of the sound of some words in the language

may be unknown, considering possible reasons for this

understanding that other languages may suggest historical pronunciations for the language

learning that very similar languages may have different spelling systems, and how this may mask similarities of their sound systems

recognising which speech sounds are not typical for the language, and which sounds are very common, identifying where these can occur in words

using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms

noticing the various roles of the speech organs in the production of sounds in the language, and comparing these with English and other known languages

Expand vocabulary in the [language](#) through word-formation processes and recognise and use simple [language](#) structures

[Key concepts: word formation, word class, grammatical person and number, negation, [metalanguage](#);
Key processes: noticing, comparing, applying, understanding, modifying meaning]

(ACLFWU164 - Scootle [↗](#))



Elaborations

exploring known word formation processes, for example, changing a word with the addition or change of a suffix or prefix to convey different meanings

constructing expressions that refer to people, places, things and events using:

- nouns and adjectives in phrases, for example, compound nouns, reduplications and nominalisations, adjectives without an associated noun
- sentences without verbs, for example, 'This (is) my bag'
- pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
- determiners and quantifiers, for example, 'some', 'every', 'other', 'few', 'much', 'all', and words for groups
- marking to indicate possession and other types of association, for example, 'Let's go for water'
- transitive and intransitive verbs
- verbs of stance used in existential expressions, for example, 'There is a creek lying near the road'
- verbs to talk about actions, processes, thoughts and feelings

- moods of verbs, including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
- negation

expressing time, manner, attitude and place according to available language resources, such as:

- tenses, including past, present and future/non-past
- temporal expressions, for example, day–night cycle, lunar and seasonal cycles, 'before', 'after', 'soon', 'recent', 'long ago', expressions for cosmological time
- expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
- attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
- locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
- adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
- structuring and linking clauses, for example, using coordination, subordination, embedding

understanding that rules vary between languages, for example, in relation to word-formation, word order at phrase and sentence level

making comparisons and identifying patterns in and between languages, for example, free and fixed word order, tenses in verbs, use of affixes versus prepositions

noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts, kinship terms

developing metalanguage for talking about language, for example, *noun phrases*, *suffixes*, *prefixes*, *tense*, *transitivity*, using resources from both the language and English

Understand that texts such as stories, paintings, songs and dances have distinct purposes and particular language features

[Key concepts: text, features, purpose; Key processes: recognising, identifying, distinguishing, applying, linking]

(ACLFWU165 - Scootle [↗](#))



Elaborations

distinguishing the purpose and characteristic features of different types of texts, for example, stories are usually about journeys across Country and convey explanations about why features of Country exist and are important

understanding that for many Aboriginal and Torres Strait Islander languages conventions of written text are in the process of being developed

recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tenses in stories

linking ideas using appropriate grammatical forms and processes, for example, connectives, serialisation, embedding

recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

investigating the purpose and use of sign language in various Aboriginal and Torres Strait Islander languages, for example, for hunting, for recent bereavement, for communicating at a distance, for restricting who can understand the message

Recognise how kin relationships link people, Place and story

[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing

(ACLFWU166 - Scootle [↗](#))



Elaborations

interpreting kinship charts to identify kin terms for wider family groupings, and comparing these with terminology used in other languages and cultures, for example, for maternal versus paternal grandparents, the presence or absence of birth order names

discussing links between people, stories and Country/Place and the social importance of connections to History

recognising that certain places have historical and contemporary significance to the community, representing special bonds between people, Place and story

understanding that songs, stories and other forms of artistic expression can be recreated/traced and contextualised in contemporary circumstances

Language variation and change

Understand that speakers vary language forms according to kin relationship and context of situation

[Key concepts: kinship, respect, register, silence, taboo; Key processes: observing, examining, explaining, investigating; noticing, recognising]

(ACLFWU167 - Scootle [↗](#))



Elaborations

observing how language is used to establish, maintain and reflect kin-based relationships

noticing word taboo in Aboriginal languages and Torres Strait Islander languages

observing that expressions can be made more or less formal or casual to suit the relationship between speakers

reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

Recognise that languages change over time

[Key concepts: regional languages, [language](#) shift, [language](#) loss, borrowing, relatedness; Key processes: identifying, recognising, comparing]

(ACLFWU168 - Scootle [↗](#))



Elaborations

identifying words that are the same as or similar to neighbouring languages

understanding ways in which languages influence one another, for example, language shifts, shared writing systems, loan words

discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations

understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Explore the [language](#) situation of [language](#) communities and the diversity of [language](#) contexts in Australia

[Key concepts: change, sign, [context](#); Key processes: recognising, discussing, investigating]

(ACLFWU169 - Scootle [↗](#))



Elaborations

investigating the nature and state of health of Aboriginal and Torres Strait Islander languages across Australia and in their region

recognising that many Aboriginal and Torres Strait Islander people are multilingual, and discussing reasons for this

learning about the current language situation in the language: its state of health, the nature of the speech community and generational differences, and discussing reasons for these characteristics

recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival, and investigating the diversity of historical causes for this

recognising how Aboriginal and Torres Strait Islander languages have been transmitted and recorded across generations

exploring how physical and biological environments affect linguistic ecology

recognising shared vocabulary across Aboriginal and Torres Strait Islander languages, and understanding why there might be variations in spelling

recognising dialectal differences and similarities within languages

investigating ways in which Aboriginal and Torres Strait Islander languages are used in the local region and in the wider Australian community, for example, in the media, in art galleries, festivals, on public transport

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined

[Key concepts: ownership, custodianship, cultural safety; Key processes: recognising, observing, discussing]

(ACLFWU170 - Scootle [↗](#))



Elaborations

observing and discussing protocols surrounding the retelling and sharing of stories

recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, art work

understanding how and when Welcomes and Acknowledgements are required and who is entitled to deliver them

Role of language and culture

Explore connections between identity and cultural values and beliefs and the expression of these connections in Aboriginal and Torres Strait Islander languages

[Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU171 - Scootle [↗](#))



Elaborations

understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for

Country/Place and the environment

investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, words/expressions associated with seasons, stars, winds, reefs, rivers, waterholes, plants and animals

gaining understanding through discussions with Elders of the importance and significance of Welcome to Country/Place

understanding that Aboriginal languages and Torres Strait Islander languages are keeping places for cultural, environmental and social knowledge

recognising that song and song language play a central role as keeping places of knowledge

understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts epic journeys and events associated with totemic ancestors/cultural heroes, and that these stories map the land and embody values and mores of Aboriginal and Torres Strait Islander cultures

understanding and discussing the importance of story and the role of story-telling in transmitting language and culture

recognising ways in which cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, language of respect, land–language associations and non-verbal communicative behaviours

observing that concepts may be culture-specific, for example, expressing spatial awareness, how relationships are structured, how time and quantity are expressed, how land, water, sea and sky are viewed

recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions within communities

Role of language building

Identify available resources and protocols to be followed when building [language](#)

[Key concept: [language](#) revival, [language](#) building, [language](#) resources, keeping places, protocols; Key processes: identifying, locating, discussing]

(ACLFWU172 - Scootle [↗](#))



Elaborations

identifying and locating available language resources suitable for language building, for example, living speakers and rememberers, visual, aural and written documents, archival material

identifying the existence and location of keeping places for texts and resources as language is rebuilt, for example, in the community, national archives, purpose-built interpretative centres

understanding that there are protocols to be followed when building language, such as consulting and involving language owners who may want to determine how the language expands into new domains of use

discussing potential limits and constraints of school language programs in relation to building language

learning about language building efforts in their community and the role of particular groups in this process, for example, by visiting the local language centre, history museum or by inviting people involved in the process to talk to the class

identifying language revival programs in other regions and reporting on processes used and resources developed

finding examples of language revival in the categories of language revitalisation, language renewal and language reclamation, and consider what these examples contribute to the processes of language building

understanding how language revival serves to enrich Australia's linguistic and cultural resources

Understand how the **language** has been recorded in the past, and how this affects **language** building processes

[Key concepts: **language** revival, **language** resources, linguistic techniques, documentation, keeping places, protocols; Key processes: identifying, discussing, **language** building]

(ACLFWU173 - Scootle [↗](#))



Elaborations

understanding how the language was recorded in the past, by whom and for what purposes

understanding the techniques of how the language was recorded in the past, what this means to the language and how it has affected current representation of the language

understanding reasons for different spellings of words within the language, for example, how sounds may have been misheard, meanings been misunderstood and other unintentional errors introduced in the documentation process of the language

understanding how language resources such as living speakers, recorded texts and archival information are used in the language building process

identifying gaps in the vocabulary of the language, considering what responses may be necessary

helping to build a community of learners–speakers who use the language, for example, by teaching younger members of the school community and/or classes in local primary schools

Years 3 to 6 Content Descriptions

Communicating

Socialising

Interact with peers, the teaching team and visiting Elders/community speakers about aspects of their personal worlds, such as experiences at school, home, everyday routines and favourite pastimes, interests and activities

[Key concepts: relationship, kinship, family, experience; Key Processes: describing, sharing, responding, recounting]

[\(ACLFWC088 - Scootle !\[\]\(8d0f0e0fe25b320c33272c52aec1fbca_img.jpg\)\)](#)



Elaborations

describing self in relation to daily routines, family and friends, pastimes and aspects of school and home life, using familiar and modelled language

sharing and comparing their responses to learning experiences such as visits or school and class activities, using gestures, illustrations and graphics to support the elaboration of meaning

asking and responding to questions to identify or describe features of people, creatures and objects in the environment, for example, by referring to colour, size, number, location

corresponding with young target language learners in other contexts in print or digital form, asking and answering factual questions about self, their class, interests, leisure activities, likes and dislikes

giving opinions about aspects of their personal worlds, such as interests and leisure activities

describing other people, such as family members, friends and teachers, for example, by identifying their kin relationship, physical appearance and characteristics/qualities

showing interest in and respect for others, for example, by expressing praise or encouragement

expressing personal experiences, feelings and plans, using modelled sentence patterns

Participate in guided tasks that involve following instructions, making things, cooperating with peers, planning for and conducting shared events or activities or presenting at a school [performance](#)

[Key concepts: collaboration, planning; Key processes: compiling, rehearsing, presenting, making]

[\(ACLFWC089 - Scootle !\[\]\(8aa05b4b06c05d58ddd90cdbf335b307_img.jpg\)\)](#)



Elaborations

working with others to take action, such as producing a poster or invitation for a special event or creating a bush tucker garden

interacting with Elders/community speakers, following instructions/procedures, for example, to make an artefact, create an art work or prepare bush tucker, including hand signs as appropriate

discussing young people’s interests and preferences in different contexts, such as favourite activities, foods, television programs, computer games, how they get to school, leisure activities at different times of the year, languages they speak at home

participating in national celebrations and significant events, for example, NAIDOC Week, Reconciliation Week, Harmony Day, then reflecting or reporting on the experience, for example by labelling and captioning photos for a class display

creating a skit, performance or action game to introduce a buddy class to aspects of the target language and culture, for example, protocols for introducing others, individual words or expressions that have particular social/cultural significance, common items and artefacts and gestures

engaging in shared tasks which involve planning and collaborating, for example, preparing, rehearsing and conducting public presentations and performances, such as an item for a school assembly or a digital presentation about a significant event

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

Participate in everyday classroom activities and routines, such as responding to questions and requests, asking permission, requesting help, praising or complimenting one another and apologising [Key concepts: routine, interaction; Key processes: responding, contributing, enquiring]

[\(ACLFWC090 - Scootle !\[\]\(f95dab70c751fda7d824b8b03650f7aa_img.jpg\)\)](#)



Elaborations

initiating and responding to language for classroom routines and needs, such as requesting a drink, asking permission to leave the classroom, borrowing equipment, using rehearsed phrases and sentences

recognising and rehearsing interjections or fillers commonly used in conversations

asking and responding to questions with simple statements, for example, asking for/providing help, repetition or clarification, asking how/explaining how to say or write something

praising, complimenting and encouraging one another and apologising

enquiring about and describing the location of classroom items and materials

contributing to the creation and display of a set of class rules

participating in class activities such as word, board, movement or digital games

expressing preferences among different offered options

Informing

Gather, classify and compare information from a range of sources associated with the target language Country/Place, community and daily life

[Key concepts: community life, leisure, environment, Indigenous knowledge, health and well-being; Key processes: identifying, researching, compiling, presenting, tabulating, categorising, giving directions]

(ACLFWC091 - Scootle [↗](#))



Elaborations

labelling, ordering and classifying natural objects from the environment using, Indigenous categories

obtaining information from a variety of sources about characteristic elements of the target language region, such as habitats and life cycles of different animals/birds or insects; bush plants, water supply, night sky and stars, for example, by listening to visiting Elder/community speakers and presenting findings in chart, poster, table, graphic or digital form

viewing, reading and interpreting texts such as bush calendars and seasonal charts, identifying features of seasons, weather patterns, plant cycles, animal behaviour and associated activities and comparing these with other seasonal calendars

reading, viewing or listening to simple community texts such as posters from health clinics, school magazines, community notices, answering questions by selecting from options and filling in gaps

viewing a demonstration, for example, cooking bush tucker, cooking in an earth oven, recording key words and phrases related to the processes of collecting and preparing

extracting key points from a range of spoken, written or digital texts such as posters, charts or brochures on topics such as health, well-being and cultural safety, discussing key messages and relating to them to issues in their own situations

giving and following directions, for example, how to get to key community facilities such as the store, football ground or school, using maps or images of the relevant area

locating information about social and cultural events in the target language community, such as the time of year they occur and associated activities, presenting findings in chart, poster or digital form

obtaining and compiling information from children in the target language community about aspects of their daily lives, using face-to-face or digital modes of communication, and presenting findings to

others

surveying peers and community members on different topics, presenting results in chart, graph or digital format, for example, favourite television programs, video games, foods, football teams, sports or bands, after school activities/ hours spent in those activities, languages spoken in their homes and communities

Convey information on specific topics using formats such as oral or digital presentations, displays, diagrams, timelines and guided descriptions

[Key concepts: Country/Place, community life; Key processes: creating, presenting, profiling]

(ACLFWC092 - Scootle [↗](#))



Elaborations

talking about Country/Place, using a range of location and direction terms

presenting information in spoken, print and digital form about the target language region, events and daily activities

using a range of methods to record and display information about the target language region, drawing on local practices used by the target language community to represent Country/Place

creating a profile of a prominent community figure, for example, a sports personality, community negotiator/spokesperson, musician, artist

organising and presenting information relating to aspects of target language traditional and contemporary culture, for example, art, dance, sports, artefacts, using simple sentence structures, familiar vocabulary and concrete materials

Creating

Listen to, [read](#) and view different real and imaginative texts, identifying and making simple statements about key elements, [characters](#) and events, and interpreting cultural expressions and behaviours
[Key concepts: visual design, representation, journey; Key processes: participating, describing, predicting, recalling, responding, listening, shared/guided reading; Key [text](#) types: songs, raps, dances, traditional and contemporary stories, paintings and visual design, video clips]

(ACLFWC093 - Scootle [↗](#))



Elaborations

recalling, illustrating and describing main characters and events in stories, songs and performances, for example, by selecting descriptive modelled statements as captions to their pictures and responding to questions, such as, *Who? Where? How long? What?*

reading, listening to and viewing texts, using contextual and visual cues to make predictions about

the development or flow of ideas, responding to questions and sharing opinions about characters, ideas and events

conveying understanding of plot and sequence in texts, for example, by re-creating a sequence using a storyboard, labelling key events or creating a timeline

mapping sites, landforms and other features of Country through which a travelling story passes

listening to Elders/community speakers tell stories, interpreting signs and gestures, retelling the story to others in spoken, written or multimodal form, using a combination of key words and phrases, illustrations and visual props

interacting/engaging with and interpreting artistic traditions and visual designs associated with the target language community, for example, paintings, sculptures, dance

discussing key messages, such as social values and rules for living, that are expressed in stories, songs and dance in oral, print, digital and performance formats, comparing to messages conveyed by similar texts in their own cultures

responding to a creative contemporary text by manipulating the original to create a new version, for example, by re-sequencing events, adding new elements, changing locations or characters, or creating alternative endings

understanding and discussing the cultural importance of story and the role of storytelling in transmitting language and culture

Create and present imaginative texts that use familiar expressions and modelled language for a range of audiences

[Key concepts: imagination, entertainment; Key processes: imagining, creating, experimenting, performing, storytelling; Key text types: raps, songs, performances, digital texts, video clips, skits, paintings and visual design]

(ACLFWC094 - Scootle [↗](#))



Elaborations

creating and performing own stories, songs and skits, including the use of paralinguistic elements such as gesture and facial expression, to enhance audience comprehension and entertainment

experimenting with different ways of telling stories, using a range of different texts, for example, oral texts, photo stories, e-books, dance, visual design, drawings on soft and hard surfaces

creating, performing and presenting imaginative texts such as skits, songs and raps, using digital techniques and both rehearsed and spontaneous language

creating and presenting real or imaginary characters, places or animals through performance, digital display or visual representation

incorporating onomatopoeic sounds into written/performed texts to enrich the texts and entertain others

creating imaginative texts to entertain younger audiences, for example, audio Big Books, puppet plays, performances for the school or community, cartoons, short video clips or vokis, selecting language and images that enrich the visual or listening experience

creating shared art work (visual/ performing) to tell a story, using selected elements, symbols and conventions from the target language culture/community as appropriate

recounting stories about their own family and community, using different styles of presentation

Translating

Translate simple texts from the target [language](#) into English and vice versa, identifying elements which require interpretation rather than [translation](#) and involve cultural references

[Key concepts: equivalence, meaning; Key processes: translating, predicting, selecting, comparing]

(ACLFWC095 - Scootle [↗](#))



Elaborations

using visual or print dictionaries, word lists and pictures to translate simple familiar texts, such as labels, captions, charts, posters, applying knowledge of grammatical rules and understanding of context to assist in translation, for example, by identifying word stems or removing affixes

translating texts, identifying culture-specific concepts and expressions that do not easily translate into English, for example, language related to artefacts, place names, kinship relations, name substitutes

interpreting terminology for parts of the body and their metaphoric use in relation to landscape and artefacts, drawing comparisons with English or other languages

identifying words and phrases that have more than one literal meaning

showing others how different signs and hand talk are used and explaining their meaning and symbolism

interpreting art works and performances to others, including the use of symbolism

[Create](#) bilingual texts for the classroom and the school community, such as songs, picture dictionaries, photo stories, captions for images and displays

[Key concepts: [bilingualism](#), expression; Key processes: performing, describing, code-mixing,

captioning]

(ACLFWC096 - Scootle [↗](#))



Elaborations

creating bilingual wall charts or picture dictionaries with captions, stickers and simple descriptions in English to explain target language words and related cultural ideas

performing bilingual versions of familiar songs, alternating between the two languages and switching key words in repeated phrases or refrains

creating bilingual texts for the classroom and the school community, for example, posters, songs and online newsletter items, discussing with others how to represent meaning in different languages for different audiences

creating bilingual texts such as brochures, posters or website posts to inform others about upcoming events

Identity

Interact with others, noticing how ways of communicating with and responding to each other shape and reflect **identity**

[Key concepts: **identity**, kinship, community, membership; Key processes: creating, representing, comparing]

(ACLFWC097 - Scootle [↗](#))



Elaborations

developing a class wall chart or creating family trees, labelling with appropriate kinship terms for extended family members

using visual representations such as concept maps, posters or captioned slide presentations to identify group memberships, for example, friends, family, sporting, interests and community groups, discussing what such associations contribute to their sense of identity)

creating a profile to capture their sense of self, for example, through an avatar or montage, using key words and simple expressions to comment on the significance of particular events, relationships or experiences

considering how their own upbringing and experiences impact on assumptions they bring to in intercultural interactions, for example, in relation to concepts such as leisure and free time, family and community responsibilities, reflecting on whether these assumptions have changed in the process of learning the target language

noticing and comparing their own and each other's ways of communicating, identifying elements that

reflect cultural differences or influences of other languages

monitoring their own development as a learner of the target language, for example, by recording learning experiences and reflections in blogs, learning logs or journals

identifying markers of identity that may be important across all cultures, for example, family, community, location, language, age, gender

Reflecting

Notice and describe some ways in which the target language and associated communicative behaviours are similar or different to their own language(s) and forms of cultural expression

[Key concepts: language, culture, values, similarity, difference, communication; Key processes: noticing, comparing, describing, explaining, questioning, reflecting]

(ACLFWC098 - Scootle [↗](#))



Elaborations

noticing how respect is shown to Elders in the community through practices such as terms of address and expressions of deference, and comparing to practices associated with their own languages and cultures

noticing and describing similarities and differences between target language and Australian-English language and communicative behaviours used in certain social situations, for example, forms of address, the use of body language, intonation, facial and vocal expression and eye contact; etiquette associated with meal times, expressions used when leaving or returning home

identifying elements of communication and cultural expression represented in target language stories, songs, visual design, dance or audio/visual media, such as IndigiTUBE, and responding by sharing/ comparing individual responses to these

comparing their own and each other's reflections on the experience of learning the target language, considering whether their attitudes or understandings have changed in any respects

Understanding

Systems of language

Produce sounds, stress, intonation patterns of the target language, using developing phonemic awareness linked to the writing system

[Key concepts; punctuation, upper and lower case letters, diacritics, intonation, spelling; Key processes: identifying, discriminating, noticing, listening, reading]

(ACLFWU099 - Scootle [↗](#))



Elaborations

discriminating meaningful sounds, morphemes and intonation patterns in words, phrases, statements, questions, commands, requests and exclamations

using knowledge of sound–symbol correspondences in the language to identify morphemes, words and phrases in speech and to match these with their written forms

using appropriate conventions of the written language, including punctuation, capitalisation, diacritics, digraphs to support links with spoken language

paying attention to consistency in target language spelling with reference to the sound system of the language

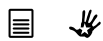
using knowledge of sound–symbol correspondences to read familiar and new words out aloud from their written forms

noticing the various roles of the speech organs in the production of sounds in the language and comparing these with the pronunciation of English and other known languages

Expand vocabulary in the target [language](#) through word-formation and building processes, and recognise and use simple structures

[Key concepts; word formation, word class, grammatical person and number, negation; Key processes: noticing, comparing, applying, understanding, modifying meaning]

([ACLFWU100 - Scootle](#) )



Elaborations

understanding the concept of word formation, for example, how a word changes meaning and form with the addition/change of a suffix or prefix to convey different meanings

constructing expressions referring to people, places, things and events in building and varying messages, using:

- nouns and adjectives in phrases for people, characters, places and objects, for example, compound nouns, reduplications and nominalisations, adjectives used without an associated noun
- sentences without verbs, for example, ‘this (is) my bag’
- different types of pronouns, for example, personal, kinship, demonstrative and interrogative in all persons and numbers
- determiners and quantifiers, for example, ‘some’, ‘every’, ‘other’, ‘few’, ‘much’, ‘all’, and words for groups
- marking to indicate possession and other types of association, for example, ‘let’s go for water’
- appropriate use of transitive and intransitive verbs

- verbs of stance used in existential expressions, for example, 'there is a creek lying near the road'
- verbs to talk about actions, processes, thoughts and feelings
- moods of verbs including statements, questions, imperatives, commands, intention, purpose, likelihood, reported speech
- negation

expressing time, manner, attitude and place, using:

- tenses, including past, present and future/non-past
- temporal expressions, for example, relating to day–night cycle, lunar and seasonal cycles, 'before' and 'after', 'soon', 'recent', 'long ago'
- expressions of frequency, for example, 'often', 'always', 'once', 'briefly'
- sentence-level attitudinal particles, for example, 'maybe', 'it is said', 'what do you say?', 'would you mind?', 'you see'
- locational cases, for example, 'in', 'an', 'at', 'near', 'besides', 'to', 'towards', 'from'
- adverbs of manner, location and time, for example, 'again', 'more', 'in turn', 'too late', 'as well'
- structuring and linking clauses, for example, relating to coordination, subordination, embedding

understanding that languages are rule-bound and systematic

understanding that rules vary between languages, for example, in relation to word-building and word order at phrase and sentence level

making comparisons and identifying patterns in and between languages, for example, in relation to free and fixed word order, tenses in verbs, the use of affixes versus prepositions

noticing similarities between particular vocabulary sets in languages from the same region, such as words for body parts

developing metalanguage for talking about elements of language, for example, noun phrases, suffixes, prefixes, tense, transitivity

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular [language](#) features, and understand and apply [text](#) conventions

[Key concepts: purpose, [genre](#), [text](#) features; Key processes: recognising, identifying, distinguishing, applying, linking]

[\(ACLFWU101 - Scootle\)](#)



Elaborations

distinguishing the purpose of a text and its features, for example, narratives are usually about journeys across Country and convey explanations about why features of Country exist and are important, while mud-maps are for conveying basic directions

investigating the purpose and use of sign language, for example, for hunting, for recent bereavements, for communicating at a distance, for restricting who can understand the message

understanding and using a combination of signs to convey a message

understanding that many Aboriginal and Torres Strait Islander languages are primarily oral and conventions of written text are being developed

applying emerging understanding of text conventions using classroom models, for example, determining points in written versions of oral texts at which commas, full stops and paragraph breaks might be used

accommodating features such as repetition and parallelism that characterises oral texts in written language

recognising language features typically associated with familiar texts, for example, the use of imperatives in games, instructions and procedures, and the use of past and habitual tense in traditional narratives and recounts

linking ideas using appropriate grammatical forms, for example, connectives, serialisation, embedding

recognising the role played by different elements in texts to contribute to meaning-making, for example, the layout, title, illustration and use of punctuation in a picture book or the use of speech bubbles in a cartoon

Understand the core role of the kinship system in social behaviour and the relationship between Place, History and society

[Key concepts: kinship system, ways of talking, human relationships, interrelatedness; Key processes: recognising, interpreting, discussing]

[\(ACLFWU102 - Scootle !\[\]\(4b7a79268f6ba26c1471d4232fffa85a_img.jpg\)](#))



Elaborations

interpreting kinship charts to identify kin terms for wider family groupings and comparing these with their own languages and cultures, for example, maternal versus paternal grandparents, presence or absence of birth order names

recognising that individuals may belong to certain types of sub-groups, for example, moiety, clan and skin and identifying these

understanding that interactions and behaviour, including ways of talking, are patterned by kinship structures

discussing the links between ceremonies, people, stories and Country/Place and the social importance of connections to History

recognising that certain places have special significance to the community, representing special bonds between people, place and story

understanding that ownership of songs, stories, dances and designs is determined by traditional kinship, other social groupings, place, History and story

Language variation and change

Understand that speakers vary language forms according to kin relationship and context of situation [Key concepts: kinship, respect, register, silence, taboo; Key processes observing, examining, explaining, investigating; noticing, recognising]

(ACLFWU103 - Scootle [↗](#))



Elaborations

observing how language is used to establish, maintain and reflect kin-based relationships

recognising that there are specific ways of communicating messages that are linked with relationships, for example, deference and respect within families and for respected kin, such as speaking on the side, using indirect references, silences, gestures, eye contact, different registers and modes

investigating word taboo and reasons for their existence

observing that expressions can be made more or less formal and more casual to suit the relationship between speakers, for example, relaxed, joking styles used between brothers-in-law

noticing differences in the ways in which both target language speakers and English speakers communicate with different people, for example, with young children, with unfamiliar adults or with Elders

reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviour

Recognise that languages change over time

[Key concepts: regional languages, language shift, language loss, borrowing and relatedness; Key processes: identifying, recognising]

(ACLFWU104 - Scootle [↗](#))





Elaborations

identifying words that are the same as or similar to words in neighbouring languages

understanding ways in which languages influence one another, for example, language shift, language loss, shared writing systems and concepts, loan words

discussing loan words that have been incorporated from other languages to describe new concepts, for example, words for new things, including technological innovations

understanding that language and culture together continually change as a result of contact with other languages and cultures

Language awareness

Explore the language situation of target language communities and the diversity of language situations in Australia

[Key concepts: language communities, language transmission, language maintenance and development, language revival, change, sign; Key processes: recognising, discussing, investigating]

(ACLFWU105 - Scootle [↗](#))



Elaborations

investigating the nature of the distribution of target language speakers across Australia, the nature and extent of target language use in Australia, the use of the target language in the media, for example, TV programs, films, IndigiTUBE

learning about the current situation of the target language: its state of health and the nature of the speech community, particularly in relation to generational differences

recognising that many community members are multilingual and discussing the reasons for this

recognising that Aboriginal languages and Torres Strait Islander languages may have two or more regional varieties and consider reasons for this

recognising how the target language has been transmitted across generations and how it has been recorded, understanding reasons for different spellings of words within the target language

recognising that Aboriginal and Torres Strait Islander languages are in various states of maintenance, development and revival and investigate the diversity of historical reasons for this

investigating language revival programs, for example, associated processes and protocols, success stories and challenges, and what these efforts mean to the communities

understanding that the target language is among the small number of languages still spoken across all generations

investigating the intergenerational transmission of Aboriginal and Torres Strait Islander languages

exploring how physical and biological environments affect linguistic ecology

recognising that some words are shared across several Aboriginal and Torres Strait Islander languages, understanding why there might be differences in spelling

Understand that the use of stories and names in Aboriginal and Torres Strait Islander languages is culturally determined

[Key concepts: cultural safety, protocol; Key processes: recognising, observing, discussing]

(ACLFWU106 - Scootle [↗](#))



Elaborations

understanding that there are open and closed versions of stories and ceremonies

observing and discussing protocols surrounding the retelling and sharing of stories

recognising and using principles and protocols of cultural safety when engaging with cultural material/property, such as names of things, peoples and places, visual and aural recordings, including art work and family homes

Role of language and culture

Explore connections between **identity** and cultural values and beliefs and the expression of these connections in an Aboriginal and/or Torres Strait Islander **language**

[Key concepts: Country/Place, cultural expression and transmission, values, beliefs, spirituality; Key processes: observing, making connections, discussing, investigating]

(ACLFWU107 - Scootle [↗](#))



Elaborations

understanding the role of Aboriginal and Torres Strait Islander languages and cultures in caring for Country/Place and the environment

investigating how Aboriginal and Torres Strait Islander peoples express their relationship with the natural environment through language, for example, in relation to seasons, stars, reef, rivers, waterholes, plants and animals

understanding the importance and significance of Welcome to Country/Place, for example, through discussions with Elders

understanding that Aboriginal languages and Torres Strait Islander languages are storehouses of cultural, environmental and social knowledge

recognising that song and song language play a central role as storehouses of knowledge

understanding that Aboriginal languages and Torres Strait Islander languages have a rich oral literature, which recounts the epic journeys and events associated with totemic ancestors/cultural heroes, and understanding that these stories map the land and embody the values and mores of Aboriginal and Torres Strait Islander cultures

understanding and discussing the importance of story and the role of storytelling in transmitting language and culture

recognising ways cultural values are expressed in language, for example, through forms of address, speech prohibitions and styles, respect, land–language associations and non-verbal communicative behaviours

observing that concepts may be culture-specific, for example, capturing how relationships are structured; how time and quantity are expressed; how land, water, sea and sky are viewed, spatial awareness

recognising that Aboriginal languages and Torres Strait Islander languages have various social, spiritual and cultural functions in communities

identifying how the target language categorises things differently from English, for example, generic words and specific words for animals and plants, such as ‘kangaroo’ and ‘tree’, and consider reasons for this

Role of language building

Understand ways the target **language** and **culture** can be maintained and strengthened in changing contexts

[Key concepts: language maintenance, and development ; Key processes: discussing, exploring, considering, investigating, language building]

(ACLFWU108 - Scootle [↗](#))



Elaborations

exploring ways that language and culture have been maintained and strengthened in the target language communities, for example, using the language in families and school language programs, story-telling, writing, recording, archiving material, media services, songs and music, visual design

recognising that there are target language materials, such as audiotapes, visual and historical documents, available through community organisations and in local, state and national archives and libraries

exploring some of the complexities and challenges involved in keeping oral traditions strong