



Spencer Park Primary School Languages Policy (reviewed 2019)

RATIONALE

Auslan is the main medium of communicating for many Australians. It is also recognised as an official Australian language.

By developing an understanding of the Australian sign language children will be able to communicate with the ever growing community of signing people across Australia. There is also significant research into the enhanced overall communication capabilities of children who are exposed to sign language as a means of communication. As 10% of primary school children within Australia are estimated to have a hearing loss impairing speech development and understanding, the introduction of sign language within the primary school environment is likely to have far reaching implications, beyond that of the LOTE curriculum itself.

As Auslan is a visual means of communication, the application of Auslan as a LOTE also provides children with a deeper insight into the variations of communication methods. Expanding the child's mental flexibility and approach to communication. As part of the deeper understanding of the signing community examined within higher stages, students will be introduced to a range of new technologies, utilised by both signing and non-signing members of society (such as SMS and online chat). Providing children with an expanded knowledge of the world around them and their own society and environment.

Auslan forms an intrinsic part of the culture, traditions attitudes and values of Australian Signing people and Deaf communities. By developing a linguistic ability and gaining a socio-cultural understanding, students will develop a greater understanding of the greater part of the Australian population, Australia's hearing and communication impaired people.

Learning Auslan

- broadens students' understanding that each language is an integrated, evolving system for the framing and communication of meaning; and encourages understanding of the role of language as an expression of cultural and personal identity and a shaper of perspectives
- contributes to the overall curriculum intent by providing distinctive real-life and intellectual opportunities for students to expand their engagement with the wider world and to reflect on the cultural and social assumptions that underpin their own world view and language use. Such awareness of different perspectives is an integral part of effective communication
- contributes to the development of critical thinking and the ability to adapt to change and equips students with learning strategies and study habits that are the foundation not only for lifelong learning but also for any subsequent language learning.

BENEFITS

Benefits of learning Auslan include:

- development of neural pathways and cognitive processes unique to using a visual language
- capacity to communicate with peers, friends and family members who use Auslan

Deaf students located in schools that offer an Auslan program have increased opportunity to expand their peer networks, potentially increasing their social circle, their resilience and inclusion in the school community.

SEQUENCES OF LEARNING

The Australian Curriculum: Languages – Auslan is written in a series of bands: Foundation – Year 2, Years 3–4, Years 5–6; with additional Years 7–8 and Years 9–10. Given the limited but growing research and pedagogical support for the teaching and learning of Auslan, local flexibility in curriculum implementation may be required, depending on suitability of learner pathway and entry point in the sequence.

STRANDS AND SUB-STRANDS

The content of the Australian Curriculum: Languages is organised through two interrelated strands, which realise the four aims of learning Auslan. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as resources for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- communication
- analysis of aspects of language and culture
- reflection, which involves
 - reflection on the experience of communicating
 - reflection on comparative dimensions of the languages available in students' repertoires, for example, the first language in relation to the second language, and the self in relation to others.

A set of sub-strands has been identified within each strand to reflect dimensions of language use and the related content to be taught and learnt. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts.

Strand	Sub-Stand	Thread	
Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Socialising and interacting Taking action Developing classroom language and protocols associated with Auslan learning	
	1.2 Informing	Obtaining and using information Conveying and presenting information	
	1.3 Creating	Participating in and responding to imaginative experience Creating and expressing imaginative experience	
	1.4 Translating	Translating/interpreting and explaining Creating and using bilingual resources	
	1.5 Identity	Exploring and expressing their sense of identity, relationship and community	
	1.6 Reflecting	Reflecting on the experience of intercultural communication	
Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Formational elements of signs Sign modifications Sign classes and clause structures Text organisation	
		2.2 Language variation and change	Variation in language use
		2.3 Language awareness	Linguistic landscapes and the nature, context and status of Auslan
		2.4 The role of language and culture	The relationship between language and culture

See Appendix 1 for year level Curriculum Content descriptors.

See Appendix 1 for K-Y2 Curriculum Experience descriptors.

IMPLEMENTATION

	Curriculum Level							
	Early Learning <i>Learning Through Fun</i>		Stage 1 <i>Building Key Words</i>		Stage 2 <i>Communication Begins</i>		Stage 3 <i>Bringing It Together</i>	
	K	PP	Y1	Y2	Y3	Y4	Y5	Y6
2019	K – Y6*							
2020	K	PP – Y6*						
2021	K	PP	Y1 – Y6*					
2022	K	PP	Y1	Y2 – Y6*				
2023	K	PP	Y1	Y2	Y3 – Y6*			
2024	K	PP	Y1	Y2	Y3	Y4 – Y6*		
2025	K	PP	Y1	Y2	Y3	Y4	Y5 – Y6*	
2026	K	PP	Y1	Y2	Y3	Y5	Y5	Y6*

* Despite implementation year levels, professional learning will be conducted at a whole school level, with a view to all staff being able to support communication at all year levels.

REPORTING TO PARENTS SCHEDULE

The SCSA reporting schedule for Languages is as follows:

	K-Y2	Y3	Y4	Y5	Y6
2019	N/A	✓ (report as N/A, see below)	✓ (report as N/A, see below)	N/A	N/A
2020	N/A	✓ (report as N/A, see below)	✓ (report as N/A, see below)	✓ (report as N/A, see below)	N/A
2021	N/A	✓ (report as N/A, see below)			
2022	N/A	✓ (report as N/A, see below)			
2023	N/A	✓	✓ (report as N/A, see below)	✓ (report as N/A, see below)	✓ (report as N/A, see below)
2024	N/A	✓	✓	✓ (report as N/A, see below)	✓ (report as N/A, see below)
2025	N/A	✓	✓	✓	✓ (report as N/A, see below)
2026	N/A	✓	✓	✓	✓

Due to our implementation schedule, year 3 to 6 will report a *Not Assessed* grade with a generalised content comment until the year of appropriate year level curriculum delivery as detailed in the implementation schedule. For example, Year 3 classroom teachers will not be required to report an achievement grade until 2023 when the year 3 Auslan curriculum is fully implemented; they will, therefore, report an N/A and provide a generalised content comment from 2019 until 2022.



TOPIC	Early Learning – K/PP <i>Learning Through Fun</i>		Stage 1 – Y1/Y2 <i>Building Key Words</i>		Stage 2 – Y3/Y4 <i>Communication Begins</i>		Stage 3 – Y5/Y6 <i>Bringing It Together</i>	
	K	PP	Y1	Y2	Y3	Y4	Y5	Y6
	K – Y6 2019	PP – Y6 2020	Y1 – Y6 2021	Y2 – Y6 2022	Y3 – Y6 2023	Y4 – Y6 2024	Y5 – Y6 2025	Y6 2026
About Signing People/Deaf Culture			Who uses sign language? • Basic introduction only		Why is sign language important? • Explore in more depth the need for sign language and the people who use it Famous and not so famous deaf people • Explore the stories of Deaf people, their lives, their experiences.		Deaf history in Australia What is Deaf culture?	
Finger-spelling	Alphabet	<i>Alphabet</i>	<i>Alphabet</i>	<i>Alphabet</i>	Auslan Alphabet What is that? • Simple finger-spelling of names and small words		<i>Alphabet</i> Auslan Alphabet Where do you live? • Practice finger-spelling through street and suburb names Alphabet words • Look at signs that are derived from the alphabet (eq. tomato, year, month, mum, accident, answer, about....)	
Greetings and Communication	Greetings • Good morning • Good afternoon • Hello/Hi • How are you? • My name is ... Everyday Words • Please • Thank you • Teacher • Yes/No	Greetings • <i>Hello/Hi</i> • <i>How are you?</i> • <i>My name is ...</i> Everyday Words • Finished • More	Greetings • <i>My name is ...</i> • Happy birthday • Merry Christmas • Good night		Greetings and salutations <i>Prior knowledge required</i> <i>Stage 2 Feelings/Emotions</i> Weather		Greetings and salutations Weather Grade 5 topic Meet and greet • Meet in pairs, introduce yourself, discuss where you live, the weather <i>Prior knowledge required</i> <i>Auslan alphabet, Greetings and salutations, Weather</i> Grade 6 concluding topic/exercise This is me • Introducing me. My name, my age, date and place of birth, what I look like (I have black hair...), members of my family (including names and relationship to you), what you like doing (sport, art, etc), pets you have...describe them <i>Prior knowledge required</i> <i>Stage 1-3 Numbers, Time, Family, School, Occupations</i> <i>Stage 1-3 Descriptors</i> <i>Stage 2-3 Finger-spelling</i>	

LANGUAGES CURRICULUM CONTENT

Italics indicates content revision

TOPIC	Early Learning – K/PP <i>Learning Through Fun</i>		Stage 1 – Y1/Y2 <i>Building Key Words</i>		Stage 2 – Y3/Y4 <i>Communication Begins</i>		Stage 3 – Y5/Y6 <i>Bringing It Together</i>	
	K	PP	Y1	Y2	Y3	Y4	Y5	Y6
	K – Y6 2019	PP – Y6 2020	Y1 – Y6 2021	Y2 – Y6 2022	Y3 – Y6 2023	Y4 – Y6 2024	Y5 – Y6 2025	Y6 2026
Numbers and Time	Numbers • 1 – 10	Numbers • 1 – 10 • 11 - 20	Numbers • 1 – 10 • 11 – 20 • Decades to 100	Numbers • 1 – 10 • 11 – 20 • Decades to 100 • I can count to 100	Numbers • I can count to 100 Telling time • (digital and analogue) - includes introduction to fractions	Numbers • I can count to 100 Fractions and decimals Describing Time • (yesterday, tomorrow, in the past, in the future) Days, Months, Seasons • Note: these are short sub-topics; two can be taught per year)		
Descriptors	Colours • Rainbow	Colours • Rainbow • Black, White	Colours • Rainbow • Black, White • Light/Dark • Gold, Silver, Grey Sizes • Big, little, small, large	Colours Sizes Shapes • Circle, square, triangle, rectangle	Colours Shapes Sizes Textures • Soft, smooth, rough, hard Feelings/Emotions • Happy, sad, cross, angry, glad	Colours Shapes Sizes Textures Feelings/Emotions • Putting descriptors into practice Emotions (expanded) • Use of the negative and facial expressions		
People, Family, Places	Family • Mum, Dad • Me School • Teacher	Family • Mum, Dad • Me • Brother/Sister • Gender (boy/girl) • Friend School <i>Teacher</i> • Office, oval, playground	Family • Mum, Dad • Me • Brother/Sister • Gender (boy/girl) • Friend • Grandmother/fat her • Aunt/Uncle • Gender (woman/man) School • Teacher, • Office, oval, playground • Canteen, Hall, Music	Family School At the circus Places • School, shops, park, beach, pool, farm	Family School At the circus Describing people • In terms of their relationship to you (dad), appearance (tall, thin, brown eyes) <small>Prior knowledge required Stage 1-2 Descriptors Stage 1 Family</small> Occupations Teacher, doctor, police, firefighter, shopkeeper	Describing people Occupations • Teacher, doctor, police, firefighter, shopkeeper • Expanded Countries		

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	K	PP	Y1	Y2	Y3	Y4	Y5	Y6
	K – Y6 2019	PP – Y6 2020	Y1 – Y6 2021	Y2 – Y6 2022	Y3 – Y6 2023	Y4 – Y6 2024	Y5 – Y6 2025	Y6 2026
Animals	Pets	Pets • Consolidate/extend Farm Zoo	Pets Farm Zoo Australian	Australian Birds and Ocean creatures	Birds and Ocean Animals Describing Farm Animals and Pets <i>Prior Knowledge Required</i> <i>Stage 1-2 Descriptors, Farm animals and Pets</i> Native Australian Animals (extend) Reptiles and Insects • Plus practice describing these <i>Prior Knowledge Required</i> <i>Stage 1-2 Descriptors, Reptiles and Insects</i>	All animal topics Stages 1-2 Zoo • Describe the animals at the zoo...their texture, size, colour, etc. <i>Prior knowledge required</i> <i>Stage 1-2 Descriptors, Animals</i> Describing Animals (expanded) • What do they eat? Where do they live? What do they look like? <i>Prior knowledge required</i> <i>Stage 1-2 Descriptors, Animals</i> <i>Stage 3 Countries</i>		
Shopping and Food	School • Lunch • Eat • Drink	School • Lunch • Eat • Drink • Water • Fruit break	School Fruits and vegetables • Apple, orange, banana, strawberry, carrot, tomato What's for lunch? • Sandwich, biscuit, soup, canteen food		Fruits and vegetables Snacks and drinks What meal? • Meal words and expanded food vocabulary	Fruits and vegetables Snacks and drinks What meal? Going shopping • Food, quantities and cost (introduces money vocab) <i>Prior Knowledge Required</i> <i>Stage 2 Food Topics, Numbers 1-100</i> Time to cook • recipes and cooking <i>Prior knowledge required</i> <i>State 1-2 Shopping and Food topics</i> <i>Stage 2 Numbers</i> <i>Stage 3 – Fractions</i>		
Games and Activities		What's in our yard? Nursery Rhyme Time	Toys and games	Outdoor activities	Toys and games Outdoor activities Outdoor sports Playing inside	Outdoor activities Sports Playing Inside Sports (expanded) • Describing rules and game play Playing Inside (expanded) • What are the rules? How do I play?		

LANGUAGES CURRICULUM CONTENT

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	K	PP	Y1	Y2	Y3	Y4	Y5	Y6
	K – Y6 2019	PP – Y6 2020	Y1 – Y6 2021	Y2 – Y6 2022	Y3 – Y6 2023	Y4 – Y6 2024	Y5 – Y6 2025	Y6 2026
Around and About	School <ul style="list-style-type: none"> Toilet, Home, Teacher, Lunch, Play 	School <ul style="list-style-type: none"> Toilet, Home, Teacher, Lunch, Play Class, Library, Office, Canteen, Desk, Chair, Mat 	School <ul style="list-style-type: none"> Toilet, Home, Teacher, Lunch, Play, Class, Library, Office, Canteen, Desk, Chair, Mat Pen, Ruler, Scissors, Glue, Paper School song 	School <ul style="list-style-type: none"> Toilet, Home, Teacher, Lunch, Play, Class, Library, Office, Canteen, Desk, Chair, Mat Pen, Ruler, Scissors, Glue, Paper School song <p>Places in my house</p>	School <p>Places in my house</p> <p>In my bedroom</p> <ul style="list-style-type: none"> Including clothing <p>In my house</p> <ul style="list-style-type: none"> Furniture and household objects, not food 	School <p>Places in my house</p> <p>In my bedroom</p> <p>In my house</p> <p>When I wake up</p> <ul style="list-style-type: none"> Describing the daily routine. What time do you get up, who/what wakes you? What do you where, what do you do, what do you eat to get ready for school? <p><i>Prior knowledge required</i> <i>Stage 2-3 Places in my house, In my bedroom</i> <i>Stage 2 Telling time</i></p> <p>At my school</p> <ul style="list-style-type: none"> Who will you see? what are their names? Who are your friends? What do you do (classes and/or with your friends, etc)? <p><i>Prior knowledge required</i> <i>Stage 1-2 School</i> <i>Stage 2 Describing people, Finger-spelling</i></p>		

Communicating	
<i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	
1.1 Socialising <i>Interacting to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action</i>	
Socialising and interacting	<p>Key concepts: self, family, friends, experiences, feelings Key processes: interacting, greeting, answering/asking questions, describing</p> <ul style="list-style-type: none"> • Use greetings and farewells (hello, how are you, etc) • Asks/answers yes/no questions • Asks/answers questions about family, friends, pets • Describes appearance of people/objects (curly hair, horse big) • Expresses likes/dislikes (I like school, I don't like flowers, hate apples) • Expresses feelings (I'm happy, she's grumpy) • Expresses wishes for occasions or events (good luck, happy birthday) • Makes arrangements using simple time markers (today, next week) • Refers to family members/classmates by finger-spelling name/using sign name • Describes what they are doing in class using plain verbs (run, read)
Taking action	<p>Key concepts: games, space, place, memory Key processes: playing, singing, following instructions</p> <ul style="list-style-type: none"> • Participates in games or songs involving use of repeated phrases, expressions, actions (I went to the market and I bought..., the wheels on the bus...) • Follows instructions by locating/moving objects in activities, describes where and then signing <i>hot</i> or <i>cold</i> as student looks for it • Uses appropriate signs and non-manual features when playing games such as <i>Go Fish</i> • Participates in collaborative tasks that involve selecting, exchanging or classifying by attributes such as shape, colour, number • Uses question signs and yes/no answers when swapping or <i>buying</i> objects
Developing classroom language and protocols associated with Auslan learning	<p>Key concepts: finger-spelling, attention, signing space, visual communication Key processes: interacting, signing, recognising, gaining attention</p> <ul style="list-style-type: none"> • Recognises and uses finger-spelled names for roll call and games • Follows instructions for class routines (line up, look at me, find a partner) • Asks for help or permission (please help me, can we share?) • Gains attention appropriately (waving, tapping shoulder) • Stops activities and pays attention when signals are given • Uses non-manual features such as focussed eye gaze, nodding, head shaking to show yes/no • Uses voice-off when possible while signing and keeps appropriate signing space between signers • Positions seating to keep visual communication clear or sits opposite signers when communicating • Uses visual applause to show enjoyment of entertainment or commendation

Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	
1.2 Informing <i>Obtaining, processing, interpreting and conveying information through a range of Auslan texts; developing and applying knowledge</i>	
Obtaining and using information	<p>Key concepts: information, topics Key processes: identifying, categorising, responding, gathering</p> <ul style="list-style-type: none"> • Responds to signed information such as class messages or short introductions, by identifying names, school locations, numbers or times • Identifies and applies specific information in Auslan texts to complete guided tasks such as colouring-in and craft activities • Gathers information from each other about topics such as family members, favourite food, toys and games to report back to the class • Identifies information in simple Auslan texts that relates to properties such as colour, number, size or shape • Identifies and categorises a select range of signs according to handshape • Follows an Auslan text to gain information needed to complete an action-based activity (for example, obstacle course)
Conveying and presenting information	<p>Key concepts: self, family, routines Key processes: presenting, describing, contributing, demonstrating, recounting</p> <ul style="list-style-type: none"> • Describes an object, animal or person using familiar lexical adjectives (red, tall, small) • Contributes to a digital presentation such as a class video by signing a basic description of family members • Labels objects in the classroom with pictures of signs • Recounts a class excursion, sequencing events through the use of familiar signs, gestures, photos • Reports aspects of daily routine using modelled signs and visual prompts • Sequences points of signed information needed to complete an action-based activity such as a treasure hunt
1.3 Creating <i>Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, poetry, art and performance</i>	
Participating in and responding to imaginative experience	<p>Key concepts: imagination, expression Key processes: viewing, drawing, re-enacting, mimicking, signing</p> <ul style="list-style-type: none"> • Views recorded or live children’s stories and nursery rhymes in Auslan, demonstrating understanding through drawing, gesture, modelled signs or voice • Responds to short expressive texts that involve movement of people, animals and/or vehicles, using drawings, familiar signs or re-enactments with puppets, props • Plays with key elements of short signed stories (eg. mimics facial expressions or repeated signs) • Interacts with a signing puppet/doll in an imaginary setting by signing simple questions (what’s your name? what do you like to do?) • Participates in interactions in Auslan that involve imaginary responses to stimuli, using gestures, handshapes, facial expressions and simple signs • Engages with different forms of Dear art, such as handshape creations • Shadows non-manual features in short Auslan poems or stories
Creating and expressing imaginative experience	<p>Key concepts: imagination, emotions, expression Key processes: re-enacting, depicting, creating</p> <ul style="list-style-type: none"> • Uses iconic signs to create variations to actions involved in familiar nursery rhymes (Incy, Wincy Spider) • Explores emotions through use of non-manual features (re-enacts a familiar scenario and modifies emotions each time – fear to excitement to anger) • Depicts movement of people, animals or means of transport by using handshapes in creative ways • Creates amusing sequences of signs using a fixed handshape such as the index finger <i>point</i> (<i>point think point shy? for Do you think I’m shy?</i>) • Uses gestures and modelled signs to create short skits that convey emotions and behaviour associated with characters from familiar stories or rhymes • Enacts movements and characteristics of particular animals through the use of constructed action

Communicating <i>Using language for communicative purposes in interpreting, creating and exchanging meaning</i>	
1.4 Translating Moving between languages and cultures, understanding that words and signs do not always have direct equivalence and recognising different interpretations and explaining these to others	
Translating/ interpreting and explaining	Key concepts: similarity, difference, meaning Key processes: recognising, comparing, identifying, translating, explaining <ul style="list-style-type: none"> Recognises that everyday language uses words or signs to make meaning Identifies aspects of Auslan which are the same in English (finger-spelled alphabet) Compares/contracts the iconicity of some simple signs in terms of their similarity to the object/referent (eg. drink, food, kangaroo) and considers who this may help with translation between languages Explains to family/friends the meaning and use of simple signs and expressions (dog, cat, bird)
Creating and using bilingual resources	Key concepts: meaning, code, bilingualism Key processes: labelling, creating
1.5 Identity <i>Exploring and expressing their sense of identity as individuals and as members of the Deaf community and culture and as deaf, hard of hearing or hearing people</i>	
Expressing and reflecting on identity	Key concepts: identity, similarity, difference, self, family, belonging Key processes: noticing, identifying, describing, explaining, comparing <ul style="list-style-type: none"> Describes themselves and their family using supports such as pictures, photos, family trees Identifies themselves as belonging to a family, class, peer group representing these relationships through captions pictures/photos by creating simple digital presentations Identifies friends, favourite places, objects or languages they know or are learning that contribute to their identity
1.6 Reflecting <i>Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity</i>	
Reflecting on the experience of intercultural communication	Key concepts: language, culture, similarity, difference, respect Key processes: noticing, comparing, responding <ul style="list-style-type: none"> Responds to teacher prompts in Auslan or English to capture their impressions when viewing images, video clips or stories in Auslan (you saw the video, what did you notice? what's the same/different?) Compares aspects of own lives compared with those of deaf children represented in digital images, video clips and stories (ways of playing games, telling stories, interacting) Describes how it feels to use Auslan to communicate or to watch Auslan being used by others Discusses changes or adaptations they make to their communicative style when using Auslan (waiting until they have a person's visual attention before signing, maintaining eye contact)

Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i>	
2.1 Systems of language <i>Understanding the language system, including visual-gestural language parameters, conventions and grammar</i>	
Formational elements of signs	<p>Key concepts: handshape, movement, location, iconicity Key processes: identifying, noticing, recognising, understanding</p> <ul style="list-style-type: none"> Realises that meaning is communicated through the use of signs, pictures, written or spoken words or miming Identifies the handshape of a sign (cockatoo, soccer) Recognises major types of path movements Understands that sounds in English words are like handshapes, movements and locations in Auslan in the sense that they are combined together to make signs Notices that in signed languages meaning can be expressed through whole signs or through finger-spelling Recognises that some signs are iconic, linking to the appearance of a referent (house, tree, drink elephant) and that some are not (such as sister, why, simple) Understands that while English is spoken and heard as well as written and read, Auslan is usually uniquely 'through the air' and not written down Experiments with different ways of recording signs, including video, writing an English word or drawing pictures
Sign modifications	<p>Key concepts: signing space, verb modification, depicting signs Key processes: noticing, identifying, recognising</p> <ul style="list-style-type: none"> Describes the range of signing space in normal signed discourse Compares and contrasting Auslan and English pronouns Notices that the beginning and end locations of some verbs can be modified to show the referents involved Identifies what sorts of things can be represented in a DS by handshape, for example, point can mean a person or tree or pole
Sign classes and clause structures	<p>Key concepts: sign class, clauses, statements, questions Key processes: recognising, observing</p> <ul style="list-style-type: none"> Notices there is no equivalent of the verb 'to be' in Auslan, which is a significant difference to English Understands that a clause is one or more signs expressing a single idea and that a clause has at least one verb, but often one or more nouns as well (<i>call him for I called him</i>) Recognises different nouns in clauses, including those that are shown with a pointing sign (such as <i>girl read</i> versus <i>point read</i>) Notices that Auslan has more flexibility in word order than in English Distinguishes between clauses that are statements and those that are questions
Text organisation	<p>Key concepts: text, text types Key processes: recognising, noticing</p> <ul style="list-style-type: none"> Recognises that texts are created to achieve different purposes (entertain or information) Notices differences in facial expressions of a signer when presenting different types of text (procedure versus narrative)
2.2 Language variation and change <i>Understanding how language use varies according to individual difference and context and across time and place</i>	
Variation in language use	<p>Key concepts: language borrowing, variation Key processes: noticing, recognising</p> <ul style="list-style-type: none"> Understands that there are two main Auslan dialects: the southern dialect used in VIC, SA, WA, TAS and the NT; and the northern dialect used in NSW, QLD and the ACT Views videoed examples of Auslan signers from different parts of Australia, identifies the different signs used in southern and northern dialects (eg. signs for colours and some numbers) Notices that words such as proper nouns for names of people, places or schools are borrowed from English by finger-spelling and mouthing, but some also have sign names Recognises that Auslan borrows from other languages just as English does, collects words and signs used in their everyday lives that come from different signed and spoken languages Notices the variation in 'handedness' between signers in relation to signs and finger-spelling: right handers using their right hand as their dominant (main) hand; left handers doing the opposite

<p>Understanding <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange</i></p>	
<p>2.3 Language awareness <i>Analysing and understanding language and culture over time, including language attitudes, language policy, language rights, international contexts and language vitality</i></p>	
<p>Linguistic landscapes and the nature, context and status of Auslan</p>	<p>Key concepts: language diversity, difference, vitality Key processes: identifying, exploring, recognising</p> <ul style="list-style-type: none"> Identifies different languages used by their classmates or members of their families, for example by creating a class profile or language map Explores similarities and differences between the many languages used in Australia and represented in the school, including spoken and signed Aboriginal and Torres Strait Islander languages, and compares the ways different languages use writing, sound/speech, gestures, drawings, art and signs to communicate Recognises the unique nature of signed languages and understands that there are many different signed languages in use around the world, including in Aboriginal and Torres Strait Islander communities, and that there is not one ‘universal’ signed language Recognises that Auslan is a legitimate language, different from mime and gestures such as those used to accompany songs in spoken languages Explores why and how some people are deaf, and identifies different ways that they access language; and investigates the use of hearing aids, FM systems or cochlear implants
<p>2.4 The role of language and culture • <i>Analysing and understanding the role of language and culture in the exchange of meaning</i></p>	
<p>The relationship between language and culture</p>	<p>Key concepts: language, culture, community, observable phenomena Key processes: noticing, recognising, questioning, making connections</p> <ul style="list-style-type: none"> Recognises that people from different places and backgrounds may use different languages and have ways of living and communicating that differ from their own Appreciates that culture and cultural difference means that people may value different things or live differently, notices observable examples of such difference, such as ways of greeting (bowing versus shaking hands) or conveying information (through words versus signs) Explores how learning Auslan involves entering into a visual world or culture, for example by exploring different connections with physical space, such as being able to communicate through windows, or from a distance Explores how deaf people live in ways that may be different from how hearing people live, for example by responding to stimulus questions such as How do deaf people ensure they can always see other people who are signing? How do deaf people watch movies or television programs? Recognises the importance of facial expression, eye gaze and NMFs in conveying information in a visual-gestural language and culture Recognises the importance of community and culture in relation to their own lives and communities and in relation to other language groups and their communities

LANGUAGES CURRICULUM EXPERIENCE YEAR 3 – YEAR 6

Curriculum experience at these year levels is yet to be developed.

