Level description: Years 5 and 6

In Years 5 and 6, Auslan learning builds on each student's prior learning and experiences with language . Students communicate and work in collaboration, and with support from teachers and peers, in purposeful, creative and structured activities involving signing and viewing. They interact in Auslan to exchange information and ideas relating to their interests, school and local environment, and engage with Auslan-using communities in person or via secure digital access. They work independently and/or in groups, with support. They use signed, digital and multimodal resources to extend their learning. Students engage with a range of visual and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their English literacy knowledge to identify Auslan structures and features. They understand that some words and expressions are not easily translated, and that communication and identity reflect diverse cultural practices, behaviours and values .

Achievement standard: Years 5 and 6

By the end of Year 6, students initiate and use strategies to maintain interactions in Auslan that are related to their immediate environment. They collaborate in activities that involve the language of planning and problem-solving to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Auslan or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of signs, depicting signs (DSs), non-manual features (NMFs) and signing spaces. They sequence information and ideas, and use conventions appropriate to text type. Students apply rules of signs, pace and signing space to develop fluency. They use modelled structures when creating and responding in Auslan. They compare language structures and features in Auslan and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.