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ACROSS AUSTRALIA.....

FROM TEACHER TO TEACHER



TRANSFERRING TO ENGLISH : GRADE 3-4-5 AT LAJAMANU SCHOOL

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In this paper we wish to examine some of the issues raised by the situation in a Bilingual program when the children transfer from literacy in the vernacular to literacy in English, and to outline what we consider to be some of the reasons for the success of the Lajamanu program in this area.

Theoretically, the virtue of education for children in their first language first is that they develop a surer grasp of new concepts and skills taught and greater confidence in using them. It follows that, if children can read and write confidently in their first language and they have a sufficient knowledge of a second language, they will learn to read and write in the second language quickly and without undue effort on their part.

Lajamanu school has a Bilingual program in Warlpiri and English. The program has been in existence at Lajamanu School since April 1982. For the purpose of this paper we are using samples of writing from children of different abilities, all in the grade 3-4-5 class in 1986. Two of these children have not been in the Bilingual program at all; that is, their language of instruction has been only English. We think that the samples show the following:

- that the use of English as the language of instruction for Warlpiri children does not lead to either a better grasp of the English language, nor to better English writing than the use of Warlpiri as the language of instruction, but rather the reverse;
- that where children do write confidently in their first language (Warlpiri) and do have a good grounding in oral English and English reading, they do transfer from writing

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in their first language to writing in both languages, when they are ready, quickly and apparently without undue effort.

The samples of writing we have are from the following pupils of Lajamanu School in the following groups:

Student A,	age 13 years,	English only program
Student B,	age 12 years,	English only program
Student C,	age 11 years,	Bilingual program
Student D,	age 10 years,	Bilingual program
Student E,	age 10 years,	Bilingual program
Student F,	age 10 years,	Bilingual program
Student G,	age 10 years,	Bilingual program
Student H,	age 9 years,	Bilingual program

Students A and B began school in 1980 when Lajamanu School had no bilingual Program. Their education has been entirely with English as the means of instruction except for Warlpiri insertion classes 2 to 3 times a week in 1985 and 1986.

Student C was in the first class to have Warlpiri as the means of instruction. These students formally transferred to English as the means of instruction in March 1985. We do not believe this first class in our Warlpiri program was entirely successful as their education was somewhat experimental and inconsistent. Some students in the class in 1985 were not sufficiently literate in Warlpiri to deal with learning in a second language. However, Student C was ready, and his writing is a good example of how proficiency in one language leads to ambitious work in a second.

Students D, E, F and G have all been in the Bilingual program since they began school. As can be seen from the Grade 3-4-5 writing program, none of these students (all in the Grade 3 group) have had any formal program for transferring from writing in Warlpiri to writing in both languages. They have simply done so when they were ready.

The samples are generally first drafts, and are arranged in chronological order. It is noticeable that in the case of each student in the Bilingual program, the student writes fluently and confidently in Warlpiri. In only one case, that of sample F1, are there more than the most trivial spelling mistakes. Even this student, however, has the confidence to attempt to write a quite coherent piece in English, F2. The other point that emerges from comparing F1 and F2 is that the student's vocabulary is very limited in English, and if the student only wrote in the second language

progress would be hampered, whereas despite the difficulties with spelling, the Warlpiri vocabulary is quite adequate for the purpose of the narrative.

In the cases of samples G 1, 2 and 3, and C 1, 2, 3 and 4 range and complexity of the students' abilities to write in their first language, in terms of vocabulary, content and grammar, is reflected in the ambition of their writing in English where, despite their less certain grasp of the second language, they are trying to do as well in that as they do in their first. This contrasts very sharply with the way the child in sample B restricts himself to those words and phrases in English which he seems to know.

Samples A and B demonstrate no greater understanding of English than do samples C and G although the writers are older and have spent more time in the classroom formally using English.

If we look at samples D 1, 2, 3 and 4 and E 1, 2 and 3, we can see that in both cases each writer's ability to write fluently and correctly in Warlpiri can be compared to their being able to write short, quite correct pieces in English. The understanding of the nature of writing and the potential length of their own pieces of writing that they have gained from learning to write in Warlpiri first should eventually carry over into more ambitious attempts in English, as we find in samples C 1 and 4, and G 3.

Certainly we can say that without the understanding that they can and should write fluently and at length that students gain from learning to do so in a language they know well, they are unlikely to suddenly begin doing so when taught solely in a language that is largely unknown.

We will compare samples B 1, E 2 and G 1 in more detail, including content, grammatical structures, vocabulary and spelling.

E 2 is a coherent narrative about a group of kangaroos who are hunted and as a result those who escape grieve for the others. Those who escaped did so because they were warned and because they could follow others. The two who weep are two mothers whose families do not return. The content in this is the most complex of all the samples.

B 1 and G 1 are from the children's daily diaries. Apart from some trivial spelling mistakes (*palnu* for *palangu*, *partija* for *pardija*, *yunu* for *yungu*) G 1 is perfectly correct except for the end, which is not quite finished. B 1 on the other hand shows all the problems a Warlpiri speaking child has in dealing with English

grammar and spelling (the inability to distinguish between voiced and unvoiced consonants, difficulties with prepositions, difficulties with diphthongs). Student B can *only* write in English.

The structures used in E2, the correct use of tense, preposition and number, contrast with the inability of all the students to write as well in English. This is not surprising. However, if a child is unable to achieve fluency, the results are seen in the tendency to stick resolutely to the known, shown by students such as A and B, who have been taught only in a language they are unsure of.

When we look at C1, C4 and G3 we can see how, despite difficulties with grammar and spelling, these students are much more willing to use a variety of English words and expressions. The speed with which their English expression improves is consequently much greater, and their progress much more rapid. Students A and B are 13 and 12 years old. Student H is 9 years old. It is the premise of Bilingual education that literacy in one's first language leads to the rapid acquisition of literacy in any second language one might learn. We think that the performance of Grade 3-4-5 at Lajamanu School, as shown in these samples demonstrates this.

In the grade 3-4-5 writing program, the children are given the opportunity to write every day on a topic of their choice, e.g. from class brainstorming, the current theme, their personal experience etc. They are encouraged to talk to another child or a teacher before, during and after their writing in order to extend their ideas. The children are given the option of writing in either English or Warlpiri.

The Grade 3 students have not yet formally transferred from Warlpiri to English reading and writing, and yet they are enthusiastic and are attempting to write in English as well as in Warlpiri.

In the writing time the children are encouraged to get their ideas down on paper rather than concentrating on correct spelling. They use a variety of strategies to assist their spelling: dictionaries, other children, "have a go" cards, classroom word lists etc. As part of the writing process they are encouraged to re-read their finished stories to themselves or other children before they confer with the teacher to see if the story makes sense, or they would like to add more. The children then read their stories to the teacher and the discussion which follows will include meaning, extension of ideas, spelling, etc. The child then decides whether she or he wishes to publish the story or not, and in which way it is to be presented.

We believe the samples of writing we have here show first, the correctness in the theoretical basis of Bilingual education: that if a child fully develops her/his mastery of the first language, including literacy, that child is in a much better position for learning a second language than one who never becomes literate in the first language.

Secondly, we believe that the success of the Bilingual program at Lajamanu School is due to the following features of the literacy program followed at the school -

1. The literacy program in both languages is based on the principle that people read for meaning, and that reading is only acquired when it is understood as a meaningful activity.
2. We believe that children learn to read by reading.

Therefore in the Warlpiri literacy program, from pre-school children have books read to them, both through the Lap-reading program and through Shared Book Experience with big books. This continues right through to Grade 3-4-5, and where the human resources are available, e.g. visitors, we try to extend the lap-reading program to give older children lap-reading in English.

By the time children reach Grade 3, they have had many Warlpiri books read to them, in at least one session per day. In Grade 1, the children get their own reading folder, in which they place books they are learning to read, and they read these to a Warlpiri adult also once per day. At present we are extending this to a program in which children take books home to read to their parents for all classes from Transition up.

In both cases, in the children's reading folders and in Shared Book Experience, the emphasis is on the children reading the book for themselves. The books for the folder are chosen by the child from the class library, the books for Shared Book Experience relate to the theme the class is investigating. Other activities such as cloze, sight words, scrambled sentence etc., relate to the Shared Book and the theme. Thus in both cases the books the children read are ones they find meaningful.

The second part of the Lajamanu program which we believe contributes to success is the way in which the school approaches writing. We believe writing and reading are not separate activities.

Therefore, from Transition (even in a very informal way in Pre-school) children are encouraged to attempt to write their stories for themselves first (a technique known as Process Writing). We have found that the greater the input in terms of conversation in Warlpiri by the Aboriginal teacher and a second Warlpiri adult to assist, and by the children themselves, the more eager the children are to try to write. The more we can get the children to talk about their subject, the more they will write. From this it is clear that in a second, imperfectly known language, it will take children far longer to learn how to read and write, and they will never have as much to say as they do in their first language. As is routine in Process Writing, the child's work is rewritten and corrected for publication or for re-reading by others; that is, in order to improve it as communication.

The child's writing is published in as many ways as possible. Contributions are regularly sent to local newspapers by different classes, letters are written to children who are away at school or hospital, and we now have a school post-box for letters to be written to different classes. We also publish class magazines, read stories out at assembly, put writing up in classes and other display areas such as the Library. Recently we sent a large exhibition of children's work to the Katherine Show. We have at least two Open nights per year at the school where parents come to look at children's work. These are very enthusiastically attended.

The third part of the program which we think contributes to a successful transfer from writing in one language to writing in two languages is our oral English and English reading program. Children who have come through the Bilingual program are beginning to read and write in English with apparently very little difficulty. This is happening before they have formally begun lessons in English literacy. We may conclude that the method the school has adopted for its T.E.S.L. program has contributed greatly to this very pleasing development.

Starting in Transition and continuing through to Grades 7 and 8, the T.E.S.L. program includes an increasingly intensive oral English component, based on the Concentrated Language Encounters approach established by Brian Grey at Traeger Park. This approach incorporates and organises such activities as Shared Book Experience, story telling, themes, Process Writing, oral cloze, role playing etc., to develop a language learning environment that accepts the child's attempts and approximations when using the new, foreign language. Effective communication is developed by the encouragement of

spontaneous conversation in planned learning situations which are repeated often in order to allow the children the opportunity to develop the necessary confidence to use the new language encountered.

Starting in Transition, written texts which have been negotiated with the children are made into Big Books and these are used for Shared Book Experience. The children also encounter English texts in commercial Big Books and other reading sessions. No formal pressure is put on the children to read the English, but by the time they reach Grade 3-4 they have had a great deal of experience of the English written word in contexts where it is meaningful. We believe that this contributes to a painless and natural transfer to English literacy.

In conclusion, it seems clear to us that without these three features of a Bilingual program, the children will not be able to move readily from writing in one language to writing in two :

- they must be able to read confidently in the first language;
 - they must be able to write confidently in the first language;
- and
- they must have a reasonably good grasp of the vocabulary and grammar of the second language.

As we have seen, if the children can do all these things and, as in Grade 3-4-5, perceive these activities as meaningful and worth doing in their own right, when the children are ready they will, with no undue effort and very quickly, move from reading and writing in one language to reading and writing in two. It also follows from this that continuing success in the second language will be enhanced if the children continue to make good progress in their first. It would be a mistake to drop the work in vernacular because of lack of Aboriginal staff (as often happens) or for some other external reason. The vernacular is the leading edge of the Warlpiri child's education, and it would be needlessly wasteful and disruptive to abandon it. The principle holds for the whole of the child's school life that concepts grasped first in the first language are better understood.

(See Appendices)

APPENDIX 1 - SAMPLES OF GRADE 3-4-5 WRITING

Wednesday night we to the Rec Hall and All the people ~~VIAH~~ we to The Rec. Hall and ~~All~~ the people ~~play~~ was dancing and Kim Kim was dancing to Kim Kim was so tired he was sleep and Kim Kim we back home to sleep and All people we back home to sleep and ~~his~~ hat morning till Kim Kim we to School and I saw Kim Kim happy hat the School

On Friday we went to the ovi to play Feet ball they wer two teams SKIEMM and Sete in the Setey tems They wer CEBRIC and Stewart and Robert and All the boy was play feet ball and All the boys we back home and in the morning time I we to the School and in the School I ~~se~~ reading to the teacher and we poly in the School and I we back home.

No weekend we went to the cree ~~the~~ creek to make tree house and I we to swim and I we to sleep in sun and I we back to tree house

(A1)

I WENT to Wove Hill to buy some bread and we went back to LAJAMANU ant the car stoped out the oval ant I got out of from the car. I SAW all the boys playing football ant I WAS SHIRT ant I CATCH the ball ant ~~he~~ ~~he~~ KICKED goal ant we all went home same boys went home same boys went to look television after television ~~was~~ we went back home to sleep

(B1)

Age 12.

English language programme

Eric 18-3-66.

(C1)

The Halleys Comet is flying over the world and is like a stone and the Halleys Comet is really big and is in the sky and it comes out at 5 o'clock and the Halleys Comet is flying and some old man saw a Halleys Comet and some old woman saw a Halleys Comet and Michael Father saw a Halleys Comet in the sky and then Michael Father copied the Comet in the paper and the Father gave Christine the picture to copy on the paper and Christine gave us paper with Halleys Comet on it.

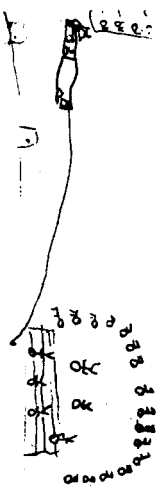
C2 DIARY

We went with the bus and while hunting we got a nest and two little birds and we went into a hole and we got the bus out and we saw water on the ground from the bus and in the bus we returned to Lajamanu and swam and dived in the water and we climbed a tree in order to get a big dive into the water. Arthur jumped in this way and then from above he jumped in beside Michele and Michelle ran along beside the trees far away towards another tree and climbed up, very high and Joshua came and Michelle jumped into the water and then after that we returned home for bread and meat and tea. Then I go to play with Arthur and then we came back to sleep. The end.

Nganinmanman yam wu yu. pad Kiki manna
Widny Jala Jintangkun mina manna Jala Pa
Jara Kita-Jara manna nganinmanman yam wu yu
Widnyngka manna narlu Wilpi manna Kiki manna
nganyu ngapa kalyngka paliki manna narlu
paliki ngapa kalyngka kalyngka nganyu
manna narlu yam kalyngka
Bana narlu Jintangkun-wati Jangapa kalyngka
narlu kalyngka manna narlu kalyngka kalyngka
manna kalyngka Jintangkun ngapakula
Athe Athur kalyngka kalyngka
manna Nganinmanman kalyngka
Michelle manna manna manna kalyngka
Widny manna manna kalyngka
Widny manna kalyngka kalyngka
nganyu kalyngka manna manna
Jala manna manna kalyngka
ngapakula manna Nganinmanman manna
nganyu kalyngka nganyu manna kalyngka manna
Nganinmanman manna kalyngka manna kalyngka
Athur manna manna kalyngka
kalyngka Nganinmanman

Eno Friday 4th May

Thursday night we was toing BREAK-Dance in The assempley and There was a Lots soft Kid and outside There was a Lots Soft Men and Lots soft women and The Sandra part a disco with Michael Jackson and we all dance and line dance near BREAK-Dance and The Michael-Payton win The BREEN with stickers and lolo and the and The Rebeccah win in BREEN to with kais and stickers and Lots Soft Kid and men and women There was going to home for stop and Some people was Playi Basketball Skin and Sant and The was my BRATHER was hanta umpire.



(D) 1/1/10

Ngaju kanna xani kichayi yuparli-kurra ranni
lezi pina Rpi Ranna pajimira Ngaji kanna
Maayyu kanna yidila Ngulajjaku kussaku pina
yana Nyarra kurrorlu kuparli kor sahotiya la
yidilwana

I go hunting for yuparli and then I put them back in the bus. I play in the road. Then we all return home. I find more yuparli on a tree beside the road.

Waka

Thursday 26 Th June 1986 (D2)

nganipanmarlu yanu
Wurnturu yarlu-kurra
turakirla manunarlu
Pina ^{yanuru} ngurr-kurraKuu
kalu jakurr yirrarni
turakirla
Jarntu kyja yanu kuurlu-kurra
nganipanmarlu yanu
Wurnturu kuurlu-kurra
manukarnarla yinyi-kuyu
ngulajangka manu karijo ~~age~~
~~age~~ pina yanu
ngurr-kurraK.

D2 DIARY

We went a long way for yams in a truck and then we returned home having loaded them in the back of the truck.

THE DOG WHO CAME TO SCHOOL

We went a long way to school and I gave it some meat. After it had played, it returned home.

Monday 16 in June 1988
yesterday I We Went
to the Shops and We
Went pack to home

We danced at The ~~Con~~ Concert While The man Was
Singing in The Rec Hall
The man Changed
The light to blue
and Some kids
Were Shaking



Charlotte Burns
Age 10

(D)

yesterday I Went to The
Shop and after that
Went back to School and
played in The assembly and
me Solly-anne Were dancing

E1 THE DOG WHO CAME TO SCHOOL

Jakamarra is this savage dog who bites us.

"Take him back home". At lunch time you both play and you both go to sleep, and wake Jakamarra up early and eat breakfast the then you go to school and come back to the dog and play in the afternoon."

(E1)
A Friday 13th June
Jurrutu Kuja yaru
Kauru-Kurra
Jakamarra ngulakongga
jarrutu kalakonganpapajira
kulupantarku pina-kangkka
ngurrakurra manukalarku
manupala-manyu-karriya
manu-pala-jardakurra
yarto man Jakamarra
rankarkula yarkarra
pardiya manu mangarra
nganyja manu yato
kuurlukurra manurra
yartarni pina Jarrutuku
manupalarkurra Karriya-Kurra

E2

The kangaroos are hopping around and they see a number of hungry people who are coming in order to catch the kangaroos and they chase them with guns, and we warned two of them who ran off quietly, and they waited another two who followed their tracks. Two mothers returned to their home and they both wept.

(E2)
Thursday 19th June 1988
marlupalakulu Warra
julpinyi manurlujana
nyangu-yupapara kulu
yanirni marluku
purga yarrnngjuku
manu kulu jana
Kajirkipinyi makitikirli
manu kajarnakurra-manu
pala jirramakarikurulyu
parnkaja manu jintakarji
rikurra-manu pala jirra
kariripala yirripuraja
ngotinyanu-manupala pina
yaru ngulakurra-manu-pala-yulaja

(E3)

DEAR ANNETTE
How are you?
Are you fine?
and can you
tell my Mother- to
and send me some
love letters- and Aunt
and we have been playing
to the beautiful day
home we had had
to eat some supper
from

Norella



F1 DIARY

We go game with lots of yuparli and kanta. And then we play football and sit around. We go. Mum calls us to meat. The woman looks around Lajamanu. Then lots of people arrive with yuparli. Lots of people are going towards Luendumu and goanna and snake and lots of other meat they put on two little fires. With lots of marnikiju as well they go home, with lots of food for the hungry ones.

Wednesday 25th June 1986

Nganampa Kanadu Ngarru-kurra
Ngarrami katu yami Ngarrany-kurra
Manu Panu yuparli
kanta Pari yangarra
kanga Manu Jaga magkurra
Nginami Warra yanunaru Pulami
Ngamirra Warra yangarra Pangatu
ka nguti karata ka
kulu ngarrama kuyutu halungur halungur
ngami Warra
Ngarrany Warra yami Lajamanu-kurra
ngula Yapa patu karnimi yuparli-kirli
Ngarra Xapa Panu kngulu yangarra
Panu kari katu yami yuntumu-kurra
Piru yangarra yangarra-ny Manu
Wardapi Manu Warra Manu kuy Piru Pang
Ward-kurra Wita jarra manmarnikiju
Witlu-kurra Witlu jangarra manung
Panu kari yan ngurra-kurra
Pungarra yami Ngarra-kurra
Panu kari yamunukunju
Pungarra yangarra-ny

(F1)

(F3)

Lorraine McDonald

my mother and my father and my
Sister and my brother they live
in Enay Lajamanu. My sister's got a little baby
in Enay Yuendumu. My sister's got a little baby
baby Bealene and she is Cingai
in Enay Katherine and she got a baby
and my sister has got a baby

Lajamanu School

PMB 63

via Katherine

Dear Annette,

How are you in

the senior girls and you

good guy fine in

have you got some

boyfriends?

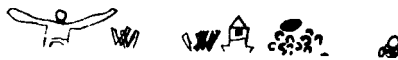
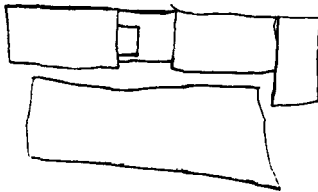
G1 DIARY
I went to football and my father gave me money at the shop and then I went back to the football and I played with the wheel-rims and I went home and later I woke up again and I went to school.

Jara

(G1)

June 1986

Ngaju-na yunu japu-japu-kurra
manugu yunu ngajuku polnuku
japurla...tata nianurna yadu pina
japu-japu-kurra manurna
nianya-karrija rimi-kirli
manurna pina yunu ngurra-kurra
manurna yakarra-porja manurna
yunu kurru



G2 DIARY
We went down the Yuendumu road and I found yuparli, a big goanna, mukaki and jarparrpa and yakajirri and we, many children, went towards the East and we ate very well and then we returned to Lajamanu and we went home. The end.

Jara (G2)
Thursday 19th June 1986

Nganiniparlpa yunu
yuantumu yadirdi manurna
yapurla manu Wardapi Wiri
manu mukaki manu jarparrpa
manu yakajirri manu
miyaka manurnarl yunu
kakarra x panu kurru
manurnarl ngarnu
ngurnu-nyayini manurnarl
yunu pina Lajamanu-kurra
manurna yunu Ngurra-kurra
Ngulajuku

Friday 15th August (G3)

The baby emu is Looking For
Her SISTER because ^{she} is so ~~sad~~ sad
AND He got nothing do
AND ^{then} ten he went to the
^{water} ~~the~~ while the baby emu
was ^{drinking} happy some ^{grass} gors. Some
MAN was ^{coming} ~~going~~ but he ran AND ran
he ^{couldn't} ~~gotten~~ stop AND ^{then} ~~for~~
SISTER AND heran for his
SISTER AND heran ^{for} ~~that~~ this
LIFE AND he LEA his sister A LIFE.
Some MAN ^{him} ~~helped~~ ^{then} ~~and~~ AND they
but ^{him} ~~et~~ up AND ^{him} ~~et~~ up.

Jara-Petrol

Wednesday 11th June 1965 (H1)
Ngarupa Kanrinyu yani...winyi
yarlatku manu Karna-jantakha
~~palaka~~ palaka-manu
yarlala manu Karyana
wakami panu-Karikio
H1 DIARY
We went hunting for yams and I was
the only one who found a yam bush
and I called the others.

DIARY

We went hunting for yams and I was the only one who found a yam bush and I called the others.

~~Lajamanu School~~
Lajamanu School
PMB 63 Via Katherine
N.T. 12

Dear Josephine How are you
at slide school? Are you
good at the slide school
and the recess is going to
the Katherine and the
the naughty kids going to the
Lajamanga and is sending
the teacher to the lake and
she wants to go to the cafes
and yesterday
and yesterday
went to the home -

from Valerie

Is he not coming back to
Hajamann. After you sending a bike
for Stephen.

Valerie Nelson
Josephine Nelson
Emily Nelson

Tuesday 1st July 1985
Nganorogatu yau wirinyi yuruntumu yindi
Wanani ngurru- nganorlunganu
Wanani ngurru- nganorlunganu

Thursday - 3rd - July (H2)

Mga juran .. mangungkara Japuh-Japula
 imangungidulu panikaja-warna yapurkula
 manunarlu pamanunarlu turakila
 ngulejanka narlu pina narlu yani
 ngura-kura manunarlu yanu
 pina narlu yanu yapurkula ..

Ngulajuku

HN2 DIARY

I played football and we ran around the oval and we went for a ride on a truck. Then we returned home and later we went back to the oval.

H2
DIARY

TOPIC/THEME	CONCEPTS TO BE DEVELOPED/ SKILLS TO BE LEARNED	RESOURCES	STRATEGIES
Reading	Reads along in group stories. Extends basic sight vocab. Develops appropriate skills in word attack.	Lap readers - Parents Community members Staff members Other children ----- BSV, word attack skills, flashcards	Lap Reading. Read to a friend. Shared Book sentence strips read along. Group stories. Innovated stories & sentences. Captions, labels. Chant reading. Own/others' stories.
Writing	Participation in making group stories to build on in word study activities. Write drafts of stories concentrating on getting ideas down on paper then participating actively in conferences to make improvements. Recognise that different types of writing are for particular audiences.	Variety of audiences: Parents Community members School staff & chn Self People outside Lajamanu	Individual stories. Group stories. Reports. Letters, e.g. Batchelor. Labels, captions. Innovating stories and sentences. Written cloze activities. Word attack skills. Flashcards.

Recommended books to be read for shared book experience:

Tree Theme: Watiya-kurlu (Big Book)
Wati manu juripu (parraja)
Yapangu kalu ngurrju-mani watiyajangka
Yirninti-kirli
Juju-kurlu
Yawulyu-kurlu
Jarnpa-kurlu

Others :

EVALUATION

1. Match name of tree & what it provides.
2. Parts of tree.
3. What does a tree need to grow?
4. How to make a

Also: Checklist from N.T.Core

Curriculum Document pp.20-23.

TOPIC/THEME	CONCEPTS TO BE DEVELOPED/ SKILLS TO BE LEARNED	RESOURCES	STRATEGIES
Wind Kites	See activities & sequencing of activities included in program.	"When the Wind Blew" Pat Hutchins.	Creating, negotiating class stories.
-----	Incorporated with Science, Art, Maths - especially with Grade 4/5.	"When the Wind Changed" Ruth Park. Poetry books associated with theme. "Jazz chants for children" Carolyn Graham.	Brainstorming words. Retelling stories. Discussions. Innovating stories sentences, labels, posters, captions. Reading along with stories.
-----	Skills - Talk about events/activities plan & predict describe recall & record sequence - stories & events	"101 Word Games" "Waterloo St: A Resource book for teachers." "Games for Language Learning" - Wright. "Literacy Through Drama" Snowdon.	Poetry, songs, jazz chants. Word games card/board games. Role play. Share book experience.
Shared book experience - books children enjoy listening to.			
-----	Informal discussions & related activ- ities or incid- ental happenings/ events.		

References: *Measuring the Wind*. Level 2, No:12
Dept of Education, Wellington, N.Z.

Kites to Make and Fly.

J. Newnham. Puffin Books.

Air Around Us. Level 1, No.9

Dept of Education, Wellington p.12-18.

TOPIC/THEME	CONCEPTS TO BE DEVELOPED/ SKILLS TO BE LEARNED	RESOURCES	STRATEGIES
Writing	Write for a range of purposes and audiences. See the need for conference writing to make changes. The need for punctuation - full stops, capital letters, etc.	Word Attack. Ideas - Primary Edn. Ideas file. Spelling: "A Teacher's Guide" Hudson/O'Toole. "Real Writing Is a Process" Ringwood Teachers' Centre. Language through literature. Catchwords Dictation. Word banks. Class magazine. Flashcards.	Process writing. Diaries. Labels & captions. Pictures/words - sequencing. Letter writing. Posters. Instructions "How to -". Innovating stories. <u>Word Study</u> (related to theme, childrens'/group writing). Written cloze. Multiple choice. Comprehension. True/false statements. Word attack skills. Basic sight vocab. Spelling.
	Children to become familiar with tests - written cloze, dictation, spelling (from theme, stories and related activities) Involved in making own books and a magazine.		
	Word lists. Look, Cover, Check, Write. Dictionary.		