



LITERACY DATA, 2018



Listening

This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements.

This sub-element is closely related to the sub-elements of Speaking, Listening, Interacting and Phonological awareness.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Assessment & Tracking

Speaking and Listening

Listening

Names

LiS1

- ❖ distinguishes between sounds made with instruments
- ❖ distinguishes between sounds in the environment

LiS2

- ❖ responds to spoken texts (uses facial expressions, movements, turns towards the speaker)
- ❖ responds to short phrases relying on key words, tone of voice and intonation
- ❖ follows a simple command
- ❖ recognises and generates one-syllable rhyming words (see *Phonological awareness*)
- ❖ repeats familiar words heard in a text or conversation

LiS3

- ❖ listens actively to short texts consisting of a few sentences
- ❖ recalls one or two ideas
- ❖ responds to simple statements, commands or questions

Names

- ❖ uses a small range of listening strategies (asking what, when, why questions about a text they have listened to)
- ❖ discriminates individual words in a short, spoken sentence
- ❖ identifies familiar objects and actions heard in a text (the chicken ate the bug)

LiS4

- ❖ responds to simple and predictable texts (see Text complexity)
- ❖ recalls specific information from a spoken text (recalls a message from a school assembly announcement)
- ❖ responds to literal questions about a spoken text
- ❖ experiments with a small range of listening strategies (asks speaker to repeat information, if unclear)
- ❖ uses learnt vocabulary and simple adjectives to recount key ideas from heard text

LiS5

- ❖ listens to texts to engage with learning area content
- ❖ recalls specific information from a learning area text
- ❖ attends to sequence when recounting ideas
- ❖ listens to a familiar story and retells, making minor adaptations if needed
- ❖ selects appropriate listening strategies (asking questions to elicit extra information, rephrasing others' contribution to check own

Names

comprehension)

❖ uses cohesive vocabulary to support comprehension (listens for temporal connectives such as first, then, finally) to identify next section in text

LiS6

❖ responds to texts with unfamiliar content

❖ identifies main ideas of a spoken text using supporting details

❖ identifies purpose and intended audience of a spoken text

❖ infers meaning from texts that contain features such as music and environmental sounds

❖ asks relevant questions to extend understanding

❖ discusses language and audio features of the text

LiS7

❖ responds to moderately complex and sophisticated texts (see Text complexity)

❖ identifies and analyses how spoken language is used for different effects (identifies the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas)

❖ selects appropriate listening strategies for planned and unplanned situations (records and organises information from a text in a table or with detailed notes)

❖ identifies how vocabulary is used to impact on the target audience

Interacting

This sub-element describes how a student becomes increasingly proficient at active listening, strategic and respectful questioning and using language to share information and negotiate meaning. They interact across an increasing range of curriculum contexts and purposes in pair, group or whole-class oral interactions. This sub-element focuses on the development of two-way interaction processes to clarify and create understanding.

This sub-element is closely related to the sub-elements Listening and Speaking.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Assessment & Tracking

Speaking and Listening

Interacting

Names

InT1

❖ shares simple ideas with peers

❖ responds to questions in class discussion

❖ listens without interrupting (See *Listening*)

❖ uses non-verbal responses (nods)

❖ uses home language or dialect to interact with familiar peers and adults

InT2

❖ contributes simple ideas and shares personal experiences to participate in informal group discussions

❖ shows signs of active listening, looks at the speaker

❖ shows beginning awareness of discussion conventions (pauses when another speaker starts)

❖ uses appropriate language or dialect to interact with speakers of the same language

[illegible]

Names

- ❖ initiates interactions confidently in group and whole-class discussions
- ❖ asks pertinent questions to make connections between a range of ideas
- ❖ uses open questions to prompt a speaker to provide more information
- ❖ clarifies task goals and negotiates roles in group learning
- ❖ monitors discussion to manage digression from the topic
- ❖ identifies and articulates a point of view of a speaker, to move a conversation forward

InT6

- ❖ synthesises ideas from group discussion into a common theme or hypothesis
- ❖ poses problems, hypothesises and formulates questions about abstract ideas in group situations
- ❖ restates different views and makes suggestions to negotiate agreement
- ❖ asks questions to clarify any assumptions made by the speaker
- ❖ questions others to evaluate accuracy of thinking or problem-solving processes
- ❖ interacts with school or broader community groups, adjusting language and responses to suit purpose and audience
- ❖ uses language to align the listener with personal position (of course, as you can imagine, obviously)

[illegible]

Speaking

This sub-element describes how a student becomes increasingly proficient at selecting language to express and share ideas, appropriate to audience, purpose and task – in planned speaking situations. This sub-element includes the development of skills and techniques to demonstrate understanding through fluent, coherent, cohesive speech – for audiences and purposes specific to learning areas. It is a progression of speaking about increasingly abstract and intellectual subject matter using more sophisticated competencies.

This sub-element is closely related to the sub-elements of Speaking, Listening, Interacting and Phonological awareness.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Assessment & Tracking

Speaking & Listening

Speaking

Assessment & Tracking

Speaking & Listening

Speaking

[illegible]

Names

❖ uses appropriate or mainly appropriate word order

❖ uses appropriate volume for small audiences

❖ uses rehearsed phrases to introduce themselves (Good morning, my name is ...)

❖ uses simple connectives to join ideas (and then) (see *Grammar*)

❖ uses simple adjectives to describe (red, big) (see *Grammar*)

❖ uses a small range of opinion adjectives (nice, good) (see *Grammar*)

❖ uses simple language to compare and contrast (smaller, more)

❖ uses common time and causal connectives to relate ideas (then, because) (see *Grammar*)

❖ makes short presentations using a few connected sentences, on familiar and learnt topics (retells a familiar story or describes a process)

❖ speaks audibly and clearly to a familiar audience (own class)

❖ uses some extended sentences

❖ organises key ideas in logical sequence

❖ provides some supporting details

SpK3

vocabulary

Names

❖ expresses causal relationships (when the egg cracked the chicken came out)

❖ provides simple justifications (I chose cherries because they are red)

❖ uses some varying intonation or volume for emphasis

❖ regulates pace with pausing

❖ uses some precise vocabulary from learning areas

❖ uses connectives to sequence ideas (first, then, next, finally) (see *Grammar*)

❖ uses vocabulary to express cause and effect (the excursion was cancelled because it rained)

❖ uses some modal language to influence or persuade (should, will) (see *Grammar*)

❖ delivers spoken texts for a range of purposes across learning areas (explains how the mathematics problem was solved)

❖ uses complex sentence constructions including relative clauses (the boy who drew the picture got a prize) (see *Grammar*)

❖ adjusts register to suit audience and purpose

❖ elaborates on ideas using a short sequence of sentences

❖ incorporates learnt content into spoken text

SpK4

vocabulary

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Names																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											</
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Phonological awareness

Phonological awareness is the term used to describe the awareness of the constituent sounds of spoken words which can be distinguished in three ways: by syllables, by onset and rime and by phoneme (the smallest unit of spoken word)

Phonemic awareness is a sub-element of phonological processing and is the awareness of phonemes which is demonstrated when students identify and manipulate phonemes.

Phonemic awareness is essential for students to understand the relationship between speech and print and, therefore, to read and write.

This sub-element supports the sub-elements of *Listening, Speaking, Phonic knowledge and word recognition* and *Understanding texts*.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **PhA**. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking Reading & Viewing

Phonological Awareness (should all be achieved by end of Year 1)

Assessment & Tracking Reading & Viewing

Phonological Awareness (should all be achieved by end of Year 1)

[illegible]

[illegible]

Names

becomes b-e-l)

❖ says the new word when asked to add a phoneme (phoneme addition – all, ball; in, thin)

Phonic knowledge and Word Recognition

This sub-element describes how a student becomes increasingly proficient at using letter-sound relationships and visual knowledge as code-breaking skills. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. The sub-element *Phonic knowledge and word recognition* provides a detailed progression of phonics skills that support the sub-element *Understanding texts*.

Particular links exist between this sub-element and the sub-elements *Phonological awareness*, *Spelling* and *Understanding texts*.

A phoneme is a spoken sound and a grapheme is the letter or group of letters that represent each phoneme.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **PKW**. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking Reading & Viewing Phonic Knowledge & Word Recognition

Assessment & Tracking Reading & Viewing Phonic Knowledge & Word Recognition

[illegible]

Names		
		❖ blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts
		❖ identifies first phoneme in words
		❖ orally segments and writes CVC words (c-a-t, h-a-t)
	Word recognition	❖ identifies two or more letters that are the same in two words (tell, bat)
		❖ reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go)
		❖ reads a familiar word in different contexts (brand names, book titles)
PKW4	Phonic Knowledge	❖ says the most common phoneme for all single-letter graphemes
		❖ writes/selects corresponding graphemes for all common phonemes
		❖ blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts
		❖ segments and writes VC and CVC words with letters in correct order and reads them aloud

Names

Word
recognition

- ❖ reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were)

Phonic Knowledge

- ❖ gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck)
- ❖ says short and long vowel sounds for letters a, e, i, o, u
- ❖ reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts
- ❖ reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts
- ❖ reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts
- ❖ reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped)
- ❖ segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t)

[illegible]

[illegible]

Fluency

This sub-element describes how a student becomes increasingly faster, smoother, more accurate and expressive in their reading aloud of progressively complex print texts. At higher levels of the progression, students demonstrate comprehension of a text through confident use of intonation, pausing, accuracy and pace. The sub-element of *Fluency* provides the detailed progression in support of the sub-element *Understanding texts*.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **FIY**. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Reading & Viewing

Fluency

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[illegible]

Understanding text

Understanding texts describes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This sub-element is organised into three subheadings: comprehension, processes and vocabulary.

The sub-elements *Phonological awareness*, *Phonic knowledge and word recognition* and *Fluency* provide detail for this sub-element and allow teachers to focus on specific aspects of reading where required. The sub-elements that support *Understanding texts* are bracketed at the end of relevant indicators.

This sub-element references Text complexity at Appendix 6. The text complexity advice includes four levels: simple, predictable, moderately complex and sophisticated, and describes the scope of texts students need to be able to work with to be successful in the Foundation to Year 10 Australian Curriculum learning areas.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **UnT**. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Reading & Viewing

Understanding text

[illegible]

Names

❖ expresses an opinion or preference for a topic or text

❖ infers meaning by integrating print, visual and audio aspects of simple texts

❖ identifies some differences between imaginative and informative texts (different styles of images in a fairy tale and instructions for a game)

❖ recounts or describes sequenced ideas or information from simple texts with print and visual elements

❖ uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see *Phonic knowledge and word recognition*) (see Text complexity)

❖ pauses when meaning breaks down and attempts to self-correct

❖ uses visual and auditory cues to build meaning in multimodal texts (colour, shape and size of images, sound effects)

❖ selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

❖ identifies key words and the meaning they carry (nouns, verbs)

Names

- ❖ shows awareness that homonyms have different meanings in different contexts (right, mean, bat)
- ❖ shows awareness of words that sound the same but are spelt differently (their, there, know, no)
- ❖ reads and views simple texts and some predictable texts (see Text complexity)
- ❖ locates specific information in a predictable print text or a given set of digital sources
- ❖ describes the purpose of informative, imaginative and persuasive texts
- ❖ draws inferences and explains using background knowledge or text features (infers character's feelings from actions)
- ❖ makes connections within and between texts (between spoken and written texts that present similar information)
- ❖ discusses how new information builds on current knowledge (I know that insects have wings but I didn't know all insects have six legs)
- ❖ recounts or describes the most relevant details from a text

UnT6

Comprehension

Names

❖ identifies creative use of language (a very tall character is called 'Tiny')

❖ uses context and grammar knowledge to understand unfamiliar words (the word vast in the phrase vast desert)

❖ reads and views predictable texts and some moderately complex texts (see Text complexity)

❖ identifies the main idea in a predictable text

❖ identifies the purpose of predictable texts and moderately complex texts

❖ monitors the development of ideas using language and visual features (topic sentences, key verbs, graphs)

❖ recognises that texts can present different points of view

❖ distinguishes between fact and opinion in texts

❖ interprets visual elements in multimodal texts (salience, framing, colour palette)

❖ compares and contrasts texts on the same topic to identify how authors represent the same ideas differently

❖ answers inferential questions

UnT7

Comprehension

Names

Processes

- ❖ monitors reading for meaning using phonic knowledge and contextual knowledge and selecting strategies such as re-reading and reading on) (see *Phonic knowledge and word recognition and Fluency*)
- ❖ identifies simple language and text features that signal purpose (diagrams, dialogue)
- ❖ cites text evidence to support inferences
- ❖ uses common signposting devices such as headings, subheadings, paragraphs, navigation bars and links to navigate texts

vocabulary

- ❖ interprets creative use of language (figurative language, metaphor, simile, onomatopoeia)
- ❖ explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge
- ❖ describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups)
- ❖ recognizes how synonyms are used to enhance a text (transport, carry, transfer)

Names

❖ uses knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

❖ identifies language features used to present opinions or points of view

❖ skims and scans texts for key words to identify main idea

❖ Uses knowledge of prefixes and suffixes to read and interpret unfamiliar words

❖ Identifies how technical and discipline-specific words develop meaning in texts

❖ Recognizes how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text

❖ Understand precise meaning of words with similar connotations (generous, kind hearted, charitable)

Vocabulary

Creating texts

The *Creating texts* sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas.

At the early levels, students experiment with the use of letters and words to convey meaning. The focus moves to control of the basic conventions of writing, as students begin to explore the features of texts for a limited range of purposes. At the higher levels, writing becomes a key tool for learning and develops for a broader range of purposes in the context of the different Australian Curriculum learning areas.

The structure of the *Creating texts* sub-element changes at level CrT8. From that level, indicators are grouped into three broad text purposes (informative, persuasive and imaginative) to show how language changes for these different purposes. This aligns with the Australian Curriculum: English, which identifies the same three broad purposes for writing. Informative texts include explanations, information reports, procedures and investigation reports. Persuasive texts include responses, arguments and discussions. Imaginative texts use literary language to entertain and to teach and affirm cultural values. An effective writer makes language choices appropriate to the purpose of writing. Throughout the progression, students will create **hybrid texts** by combining features from across the three broad purposes. Students' texts may include components of print, image, sound, animations and symbolic representations.

The sub-elements (*Spelling, Punctuation, Grammar and Handwriting and keyboarding*) provide detail to support teachers to focus on specific aspects of writing.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include real objects, photographs, pictographs, braille and digital technologies.

The framework used for the *Creating texts* sub-element was informed by the Writing to Learn Progressions developed by Dr Peter Knapp for his forthcoming book for UNSW Press – *Genre and Grammar: Assessing Student Writing*.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **CrT**. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Writing

Creating Texts

Assessment & Tracking

Writing

Creating Texts

Assessment & Tracking

Writing

Creating Texts

[illegible]

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Names

❖ writes two- and three-letter high-frequency words

❖ includes learnt vocabulary in own texts

❖ asks for help with less familiar words

❖ writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)

❖ writes two or three related ideas which may include other unrelated ideas

❖ uses ideas from informative and imaginative texts read or viewed for own writing

❖ structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see *Grammar*)

❖ uses adjectives to add meaning by describing qualities or features (red, small, long) (see *Grammar*)

❖ expresses feelings and opinions about people and things (nice)

❖ writes identifiable clauses often linked using 'and' (see *Grammar*)

❖ uses logical word order in sentences (see *Grammar*)

Names

❖ makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see *Spelling*)

❖ uses upper-case letters correctly to indicate proper nouns (see *Punctuation*)

❖ uses capital letters and full stops correctly at the start and end of sentences (see *Punctuation*)

❖ uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)

❖ borrows words from other writers

❖ uses common and proper nouns particular to students' contextual knowledge

❖ uses high-frequency words

❖ uses modifying words (very)

❖ writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic)

❖ writes four or more sequenced and clearly connected ideas

❖ Includes a simple orientation for the reader (At school we are learning about

CrT6

Crafting ideas

Vocabulary

Names

❖ expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts)

❖ selects and discards ideas to make texts suitable for familiar audiences and purposes

❖ organises text logically (ideas in time sequence)

❖ uses key words from informative texts read or viewed in own writing

❖ writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see *Grammar*)

❖ maintains tense within a sentence (see *Grammar*)

❖ selects images to complement writing

❖ spells simple and many high-frequency words correctly (see *Spelling*)

❖ Intentionally uses simple punctuation (!, ?) (see *Punctuation*)

❖ uses noun groups to develop ideas (new baby chicken) (see *Grammar*)

❖ uses simple cohesive language (then, after, and)

❖ uses adverbs to give precise meaning to verbs (talking loudly) (see *Grammar*)

Text forms and features

[illegible]

Names

❖ uses images to reinforce ideas in written text

❖ maintains consistent tense within and between sentences (see *Grammar*)

❖ organises ideas coherently (rudimentary paragraphing structure)

❖ uses cohesive vocabulary to indicate order, cause and effect (next, since)

❖ uses some irregular spelling patterns (cough) (see *Spelling*)

❖ applies learnt spelling generalisations

❖ accurately spells most high-frequency words (see *Spelling*)

❖ consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike) (see *Punctuation*)

❖ uses expressive words to describe action and affect the reader (tiptoed, instead of walked)

❖ uses creative wordplay to affect the reader (repetitive patterns)

❖ intentionally substitutes common or generic words with synonyms (excited for happy)

❖ uses words with multiple meanings correctly, according to context (right,

Vocabulary

[illegible]

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Names

CrT8 (Imaginative text Indicators)

Text forms and features

- ❖ includes structural features appropriate to the type of text
- ❖ adapts a familiar text for a new audience
- ❖ writes ideas which are relevant to the purpose of the text
- ❖ organises ideas to support the reader (uses chronological sequencing)
- ❖ uses cohesive devices such as repetition, synonyms and antonyms to link ideas
- ❖ uses pronouns to track multiple characters (*Peter and Leanne ... he ... they ... she ... them*)
- ❖ writes predominantly in first person
- ❖ uses adjectives in noun groups to create more accurate description (that crazy little cattle dog)
- ❖ elects action verbs (jumped) and saying verbs (screamed) to affect the reader (see *Grammar*)
- ❖ selects multimodal features to expand ideas in written texts (matches images to points in a text)
- ❖ uses time connectives to show the passage of time (see *Grammar*)

[illegible]

Grammar

This sub-element describes how a student becomes increasingly proficient at creating written texts with higher levels of grammatical accuracy. Students display an increasing ability to compose coherent and cohesive texts across all areas of the curriculum for a wide range of purposes, making sophisticated choices at the level of the whole text, the sentence and the word group level.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **GrA**. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Writing

Grammar

[illegible]

[illegible]

Names

GrA5

Whole text level

❖ uses cohesive devices (word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – however, on the other hand, therefore)

❖ uses well-structured paragraphs with topic sentences

Sentence level

❖ writes simple and compound sentences correctly

❖ writes complex sentences using conjunctions (when, because)

Group and word level

❖ uses a wide range of verbs and verb groups (uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)

❖ employs a range of tenses to represent processes

❖ uses adjectives in noun groups to include details of participants ('that crazy, little cattle dog')

❖ uses articles accurately (a, an, the)

❖ uses adverbials to present more surrounding details for time, place, manner and reason

Grammatical accuracy

❖ writes generally accurate simple sentences, compound sentences and complex sentences with few run-on sentences and dangling clauses (Because

[illegible]

[illegible]

Punctuation

This sub-element describes how a student becomes increasingly proficient using punctuation to ensure clarity and ease of reading in the texts they produce. As students write more complex and technical texts they will use increasingly complex punctuation to support meaning.

This sub-element should be used with the *Creating texts* sub-element.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **PuN**. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Writing

Punctuation

[illegible]

[illegible]

Spelling

This sub-element describes how a student becomes increasingly proficient in selecting and arranging letters to form accurately spelt words. Students develop increasing skill and proficiency in using spelling as a tool to understand and create meaning in texts. At higher levels of the progression, students monitor their own spelling and explain how spelling impacts upon meaning.

Particular links exist between this sub-element and *Creating texts*, *Phonemic awareness* and *Phonic knowledge and word recognition*.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **SpG**. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Writing

Spelling

Assessment & Tracking

Writing

Spelling

Assessment & Tracking

Writing

Spelling

[illegible]

Names

❖ writes correctly some common one-syllable words with regular phonic graphemic patterns (am)

❖ writes correctly some common high-frequency words with irregular phonic graphemic patterns (boy

❖ represents all phonemes when attempting to spell one- and two-syllable words

❖ writes correctly a range of words from the hundred high-frequency words correctly (class)

❖ spells less familiar words using regular phonemic graphemic patterns (sum for some

❖ writes common plurals formed by adding 's' correctly (cats)

❖ writes words with common suffixes that indicate tense (play, played, playing)

❖ uses visual knowledge (my), phonic knowledge (can) and morphemic knowledge (plays = play + s) to attempt to spell words

❖ exchanges one letter in a word to make a new word (dip, tip)

❖ writes two-letter consonant blends in words correctly (sl in slip)

SpG5

SpG6

Names

❖ writes common plurals formed with adding 'es' correctly (boxes)

❖ uses onset and rime to spell words (p-at)

❖ writes words with consonants doubled after a short vowel (shopping)

❖ uses morphemic word families to spell words (small, smaller)

❖ writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)

❖ spells words with learnt digraphs (that)

❖ spells words with learnt long vowel sounds (skirt)

❖ writes one- and two-syllable words with consonant blends (clapping)

❖ uses knowledge of morphemes to spell compound words with common base words (Sunday)

❖ uses simple dictionaries and spellcheckers

❖ writes most common and high-frequency words correctly

SpG7

SpG8

[illegible]

Names

❖ uses knowledge of prefixes and suffixes to spell less common words (triangle, disagree)

❖ explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (colour, color)

❖ spells a range of words with less common letter groupings correctly (mountain)

❖ uses knowledge of base words to spell unfamiliar words (line, linesman)

❖ writes irregular plurals correctly (mice)

❖ spells words with less common silent letters correctly (caught, debt)

❖ explains how the spellings and meanings of some words have changed over time

❖ explains how words are spelt using a combination of strategies and knowledge including morphemic knowledge, visual knowledge, phonological knowledge, etymological knowledge and orthographic knowledge

SpG11

Handwriting

This sub-element describes how a student uses handwriting and keyboarding skills with increasing speed, accuracy and fluency to compose and edit text, or complete tasks for different purposes. It describes how a student develops a fluent, legible handwriting style, beginning with unjoined letters and transitioning to joined handwriting. Students become increasingly confident, proficient and flexible with keyboarding and handwriting.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

*Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is **HwK**. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.*

Assessment & Tracking

Writing

Handwriting

Assessment & Tracking

Writing

Handwriting

Assessment & Tracking

Writing

Handwriting

[illegible]

[illegible]

[illegible]