



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	<ul> <li>distinguishes between sounds made with instruments</li> </ul>										
=	<ul> <li>distinguishes between sounds in the environment</li> </ul>										
	responds to <u>spoken texts</u> (uses facial expressions, movements, turns towards the speaker)										
7	responds to <u>short phrases</u> relying on key words, tone of voice and intonation										
Lis2	❖ follows a simple command										
	<ul> <li>recognises and generates one-syllable rhyming words (see <i>Phonological awareness</i>)</li> </ul>										
	<ul> <li>repeats familiar words heard in a text or conversation</li> </ul>										
	listens actively to short texts consisting of a few sentences										
LiS3	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)									
	<ul> <li>responds to simple and predictable texts (see Text complexity)</li> </ul>									
	<ul> <li>recalls specific information from a spoken text (recalls a message from a school assembly announcement)</li> </ul>									
LiS4	responds to literal questions about a spoken text									
	<ul> <li>experiments with a small range of listening strategies (asks speaker to repeat information, if unclear)</li> </ul>									
	uses learnt vocabulary and simple <u>adjectives</u> to recount key ideas from heard text									
	listens to texts to engage with learning area content									
	<ul> <li>recalls specific information from a learning area text</li> </ul>									
iS5	attends to sequence when recounting ideas									
_	listens to a familiar story and retells, making minor adaptations if needed									
	<ul> <li>selects appropriate listening strategies (asking questions to elicit extra information, rephrasing others' contribution to check own</li> </ul>									

	Names										
	comprehension)										
	<ul> <li>uses cohesive vocabulary to support comprehension (listens for temporal connectives such as first, then, finally) to identify next section in text</li> </ul>										
	responds to texts with unfamiliar content										
	identifies main ideas of a spoken text using supporting details										
9	identifies purpose and intended audience of a spoken text										
ris6	infers meaning from texts that contain features such as music and environmental sounds										
	<ul> <li>asks relevant questions to extend understanding</li> </ul>										
	❖ discusses language and audio features of the text										
	responds to moderately complex and sophisticated texts (see Text complexity)										
LiS7	• 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)										
Lis	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										

	Names											
	identifies and paraphrases key points of a speaker's arguments											
	discusses their own and others' listening behaviours											
	<ul> <li>evaluates strategies used by the speaker to elicit emotional responses</li> </ul>											
LiS8	identifies any shifts in direction, line of argument or purpose made by the speaker											
	adopts and re-uses complex abstractions heard in texts											
	identifies how speakers' language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)											

## 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												
	shares simple ideas with peers												
1	responds to questions in class discussion												
InT1	❖ listens without interrupting (See Listening)												
	❖ uses non-verbal responses (nods)												
	uses home language or dialect to interact with familiar peers and adults												
	<ul> <li>contributes simple ideas and shares personal experiences to participate in informal group discussions</li> </ul>												
.5	shows signs of active listening, looks at the speaker												
InT2	shows beginning awareness of discussion conventions (pauses when another speaker starts)												
	uses appropriate language or dialect to interact with speakers of the same language												

	Names									
	<ul> <li>actively listens to stay on topic in a small group discussion</li> </ul>									
	ioins in small group and whole-class discussion									
InT3	asks relevant questions for clarification or to find out others' ideas (What do you think about that?)									
	takes turns as speaker and listener									
	interacts using appropriate language in pairs or a small group to complete tasks									
	<ul> <li>interacts to extend and elaborate ideas in a discussion (provides an additional example)</li> </ul>									
_	presents simple ideas clearly in group situations									
InT4	shows awareness of discussion conventions (uses appropriate language to express agreement and disagreement in class discussions)									
	uses language to initiate interactions in a small group situation ('I have an idea')									
	<ul> <li>interacts to critically evaluate ideas and refine meaning</li> </ul>									
InT5	<ul> <li>explains new learning from interacting with others</li> </ul>									
드	uses a range of strategies for effective dialogue (questions claims made by a speaker or presents an alternative point to the previous speaker)									

	Names									
	<ul> <li>initiates interactions confidently in group and whole-class discussions</li> </ul>									
	<ul> <li>asks pertinent questions to make connections between a range of ideas</li> </ul>									
	uses open questions to prompt a speaker to provide more information									
	<ul> <li>clarifies task goals and negotiates roles in group learning</li> </ul>									
	<ul> <li>monitors discussion to manage digression from the topic</li> </ul>									
	identifies and articulates a point of view of a speaker, to move a conversation forward									
	<ul> <li>synthesises ideas from group discussion into a common theme or hypothesis</li> </ul>									
	<ul> <li>poses problems, hypothesises and formulates questions about abstract ideas in group situations</li> </ul>									
	<ul> <li>restates different views and makes suggestions to negotiate agreement</li> </ul>									
InT6	<ul> <li>asks questions to clarify any assumptions made by the speaker</li> </ul>									
=	<ul> <li>questions others to evaluate accuracy of thinking or problem-solving processes</li> </ul>									
	interacts with school or broader community groups, adjusting language and responses to suit purpose and audience									
	<ul> <li>uses language to align the listener with personal position (of course, as you can imagine, obviously)</li> </ul>									

	Names													
	<ul> <li>gives an extended explanation and evaluation of a complex concept, issue or process during discussion</li> </ul>													
InT7	justifies a personal stance after analysis of arguments on a particular issue using evidence and elaboration in a group situation													
	uses language strategically to subtly align others to own point of view													

## **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**

		Names Names
		speaks in short phrases or simple sentences about familiar objects, people or events
		* expresses feelings and needs (I'm thirsty)
7		* makes simple requests
SpK1		<ul> <li>use simple, appropriate personal greetings</li> </ul>
	ulary	❖ uses a small range of familiar words
	Vocabulary	❖ names common items from pictures or the environment
		❖ retells personal events and experiences to peers and known adults
SpK2		❖ shares feelings and thoughts (about the events and characters in text)
		❖ retells key details or points from a text viewed or heard

		Names										
		uses appropriate or mainly appropriate word order										
		<ul><li>uses appropriate volume for small audiences</li></ul>										
		uses rehearsed phrases to introduce themselves (Good morning, my name is)										
		uses simple <u>connectives</u> to join ideas (and then) (see <u>Grammar</u> )										
	>	uses simple <u>adjectives</u> to describe (red, big) (see <i>Grammar</i> )										
	vocabulary	uses a small range of opinion <u>adjectives</u> (nice, good) (see <i>Grammar</i> )										
	000	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)										
SpK3		speaks audibly and clearly to a familiar audience (own class)										
01		uses some extended sentences										
		organises key ideas in logical sequence										
		provides some supporting details										

		Names Names
		<ul> <li>expresses causal relationships (when the egg cracked the chicken came out)</li> </ul>
		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
	ılary	suses connectives to sequence ideas (first, then, next, finally) (see Grammar)
	vocabulary	suses vocabulary to express cause and effect (the excursion was cancelled because it rained)
		suses 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)
SpK4		<ul> <li>uses complex sentence constructions including relative clauses (the boy who drew the picture got a prize) (see         Grammar)</li> </ul>
S		❖ adjusts register to suit audience and purpose
		❖ elaborates on ideas using a short sequence of sentences
		incorporates learnt content into spoken text

		Names Names
		❖ sequences ideas and events appropriately
		<ul> <li>uses mainly correct grammatical constructions (pronoun references; plurals)</li> </ul>
		• varies volume and intonation to suit purpose and audience
		• plans and delivers spoken presentations using appropriate structure and language
		<ul> <li>includes multimodal enhancements to</li> <li>spoken texts, where appropriate (includes</li> <li>slides or pictures in a spoken presentation)</li> </ul>
		* experiments with vocabulary drawn from a variety of sources
	ulary	❖ uses adverbials to give more precise meaning to verbs (talking loudly) (see Grammar)
	vocabulary	<ul> <li>uses a range of vocabulary to indicate connections (consequences)</li> </ul>
		<ul> <li>uses conditional vocabulary to expand         <ul> <li>upon ideas (if Goldilocks ate all the porridge, the bears would be hungry)</li> </ul> </li> </ul>
		delivers sustained spoken texts on a broad range of learning area topics
		❖ includes details and elaborations to expand ideas
SpK5		suses connectives to signal a change in perspective (however, although, on the other hand) or to show causal relationships (due to, since) (see Grammar)
		suses a range of expressions to introduce an alternative point of view (in my opinion, he did not agree with)

		Names Names
		❖ rehearses spoken text to accommodate time and technology
		❖ controls tone, volume, pitch and pace to suit content and audience
		<ul> <li>uses technologies or multimodal features         <ul> <li>to enhance spoken text (videos a spoken</li></ul></li></ul>
	ary	<ul> <li>uses a broader range of more complex noun groups to expand description (protective, outer covering)</li> </ul>
	vocabulary	selects more specific and precise words to replace general words (uses difficult or challenging for hard)
		❖ uses some rhetorical devices (don't you agree?)
		speaks on a range of real or imagined topics that include ideas or concepts from learning areas
		❖ organises more complex ideas or concepts logically, selecting details to accentuate key points
		speaks audibly and coherently to a less familiar audience for a sustained period
SpK6		shows increasing awareness of audience by moderating length, content and delivery of spoken texts
		<ul> <li>uses register according to purpose and audience</li> </ul>
		* researches to prepare spoken texts
		suses a range of technology and multimodal resources to engage audience and enhance content

		Names Names
		varies vocabulary to add interest and to describe with greater precision (uses topic-specific noun groups such as exploitation of resources) (see Grammar)
	ح	suses language creatively (the moon shines bravely)
	vocabulary	<ul> <li>uses sensory vocabulary to engage the audience (a gasp of dismay)</li> </ul>
	VOC	<ul> <li>uses technical vocabulary to demonstrate topic knowledge (deforestation</li> </ul>
		<ul> <li>consistently uses a range of synonyms to add variety and precision to spoken text</li> </ul>
		❖ uses abstractions (freedom, fairness)
		speaks on topics which explore and interpret concepts drawn from research or learning area content
		selects voice appropriate to purpose (third person to create distance and authority or first person to achieve personal connection)
7		<ul> <li>uses ideas and language features</li> <li>appropriate to complex topics</li> </ul>
SpK7		controls a range of language features to affect the audience (uses modal language for emphasis)
		❖ rephrases or clarifies to repair meaning
		suses language structures and features appropriate to learning area content
		suses technologies and multimodal resources to enhance meaning and effect in presentations

		Names Names
		selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply)
	vocabulary	<ul> <li>uses a range of evaluative language to         express opinions or convey emotion         (significant benefits, devastating         consequences)</li> </ul>
	vocak	<ul> <li>uses a range of emotive language</li> <li>appropriate to topic, purpose and</li> <li>audience</li> </ul>
		❖ uses rich, evocative descriptive language       ❖ uses figurative language (hungry for
		success)
		speaks on topics which explore issues drawn from research or learning area content
		* ncludes a range of alternative viewpoints in spoken texts, where appropriate
SpK8		controls and manipulates a sophisticated range of language features to affect the audience
Sp		<ul> <li>uses a range of rhetorical devices and humour to engage the audience</li> </ul>
		references and quotes authorities or statistics to add authority (according to a recent OECD report)
		delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## 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*.

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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.

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

	Names		
	joins in rhymes and chants and songs (see Listening)		
PhA1	repeats sounds, words, sayings, poems		
	<ul> <li>completes familiar phrases in texts including chants, songs and poems</li> </ul>		
	segments a short spoken sentence of three to five words into separate spoken words		
	orally blends and segments words with two and three syllables hopp-ing, fam-i-ly		
	blends onset/rime to say a word (m/um = mum, h/at =hat, sh/op = shop)		
PhA2	provides a word when given a starting phoneme (p, picture)		
	consistently says the first phoneme of a spoken word (good, g)		
	listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (sing, thing, wing, dog)		
	listens to a group of words and indicates those that start with the same phoneme		

		Names Names	
		and says other words that start with that phoneme	
		❖ orally blends two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p)	
PhA3		orally segments words of two or three phonemes into separate phonemes (c-a-t, s-u-n, k-i-ck)	
		identifies the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes	
		orally blends four phonemes together to make a one-syllable spoken word (s-t-o-p, stop)	
PhA4		❖ orally segments spoken words comprised of four phonemes into separate phonemes (fresh, f-r-e-sh)	
₹		❖ identifies the number of phonemes that make up a given word	
		identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes	
\ <del>2</del>		says the new word when asked to delete an initial phoneme (phoneme deletion – cat, at; brat, rat)	
PhA5	_	substitute an initial, middle or final phoneme (phoneme substitution – c-a-t becomes b-a-t, bat becomes b-e-t, bet	

Names	
becomes b-e-ll )	
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.

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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.

### **Phonic Knowledge & Word Recognition**

		Names									
PKW1	Word Recognition	indicates letters and words in a variety of situations in the environment (in written texts, on a whiteboard) (Note: Not required to read the word or say the sound or name of the letter)									
		<ul> <li>identifies pictures, words, spaces between words and numerals in texts (points to/indicates pictures, words and spaces around words in a continuous text)</li> </ul>									
PKW2		<ul> <li>reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs)</li> </ul>									
		<ul> <li>identifies own name or familiar names when presented in written form</li> </ul>									
		distinguishes own name from a small number of alternative words									
PKW3	Phonic Knowledge	says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts									

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

	_ loi	Names  ❖ reads an increasing number of taught										
	Word recognition	high-frequency words in decodable texts and own writing (was, you, one, said, have, were)										
		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, II – will, zz – buzz, f – puff) and applies this when reading decodable texts										
PKW5	Phonic Knowledge	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										
	Pho	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)										

		Names	
	Word	reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)	
		reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts	
PKW6	Phonic Knowledge	reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts	
		<ul> <li>writes common words with taught consonant blends and vowel digraphs (trip, boat)</li> </ul>	
	Word	reads most common high-frequency words (100 or more) in connected text	
	В	reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts	
PKW7	Phonic Knowledge	reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts	
	4	<ul> <li>applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts</li> </ul>	

		Names									
		says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat)									
	Word recognition	reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies									
	Word r	reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)									
	ecognition	reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts									
PKW8	Phonic knowledge & Word recognition	reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly)									
	Phonic	<ul> <li>reads words with silent letters in digraphs (kn, mb) and applies when reading continuous text)</li> </ul>									
РКW9		uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)									

## **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.

#### **Fluency**

	Names				
FIY1	reads aloud decodable texts word by word, with emphasis on one-to-one matching				
ш.	<ul> <li>reads with some intonation and expression</li> </ul>				
FIY2	reads decodable texts by phrasing two words at a time with some attention to expression				
	reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts)				
FIY3	<ul> <li>uses punctuation cues and some intonation and expression</li> </ul>				
	<ul> <li>reads accurately at an efficient pace without overt sounding and blending</li> </ul>				
	reads at 90 words per minute pace				
FIY4	reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation				

	Names			
	<ul> <li>uses effective intonation, stress and expression that indicate comprehension</li> </ul>			
	<ul> <li>maintains pace and accuracy when partner reading with an experienced reader</li> </ul>			
	❖ reads without finger tracing			
2	reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression			
FIY5	varies pace according to purpose and audience			
	reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)			
FIY6	reads aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression			
	<ul> <li>consistently and automatically integrates pausing, intonation, phrasing and rate</li> </ul>			

## **Understanding text**

*Understanding texts* describes how a student becomes increasingly proficient in <u>decoding</u>, 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.

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#### **Understanding text**

Names													
	ion	demonstrates interest in texts											
	Comprehension	* recognises illustrations in texts											
UnT1	Con	<ul> <li>recognises some icons or symbols from the environment (familiar logos)</li> </ul>											
	Vocabulary	<ul> <li>names familiar objects in texts (apple, table, boy)</li> </ul>											
	Vocak	<ul> <li>names some familiar icons or symbols in the environment (school crossing sign)</li> </ul>											
	ion	listens to texts read by an adult											
	Comprehension	repeats fragments of text											
UnT2	Ö	invents a spoken text based on images											
	Processes	<ul> <li>recognises symbols and words in texts (recognises own name)</li> </ul>											
	Proc	shows awareness of correct orientation of text (the book is the right way up											

Names						
		imitates reading behaviour, beginning at the front and finishing at the back of the book				
	Vocabulary	<ul> <li>names familiar objects in texts and adds some detail (the apple is red)</li> </ul>				
		listens actively to a range of texts read by others				
	Comprehension	<ul> <li>engages in group discussion about a text</li> </ul>				
	Compre	<ul> <li>talks about images and/or some printed words in a text</li> </ul>				
		<ul> <li>answers and poses mainly literal questions about the text</li> </ul>				
UnT3		<ul> <li>distinguishes features of the text (images, words, numbers)</li> </ul>				
	80	locates the front and back of a book and turns pages correctly				
	Processes	locates the starting point for reading on a page or screen				
		uses touch or click features to navigate a text (clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)				

Names												
	vocabulary	asks questions to find out the meaning of unfamiliar words										
	vocak	knows and use words in discussions that have been encountered in texts										
		reads and views simple texts with adult support (see Text complexity)										
	lon	demonstrates understanding of a range of texts read by adults										
	Comprehension	makes relevant comments or asks relevant questions to demonstrate understanding of the text										
	0)	makes connections between texts and personal experiences										
<b>1</b> 4		❖ retells a familiar story										
UnT4	Processes	demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)										
		uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)										
		tracks text left to right										
		❖ uses return sweep										

		Names	
		consistently reads left page before right page	
		* makes predictions (uses the cover of a book or screen image to predict the content)	
		<ul> <li>identifies simple grammatical features         (identifies verbs to follow a set of instructions) (see Grammar)     </li> </ul>	
		<ul> <li>pauses or appeals for support when meaning is disrupted</li> </ul>	
		<ul> <li>identifies sentence boundary punctuation (see <i>Punctuation</i>)</li> </ul>	
	vocabulary	demonstrates understanding of common morphemic word families when reading (identifies the word run in running)	
	VOC	recognises repeated words in a simple text (see Text complexity)	
		reads and views simple texts independently (see Text complexity)	
UnTS	Comprehension	istens to texts to engage with learning area content (a text about family histories)	
ח	Comp	views and discusses the content and features of texts with predictable structures (identifies new or learnt information after reading)	

		Names											
		<ul> <li>expresses an opinion or preference for a topic or text</li> </ul>											
		infers meaning by integrating print, visual and audio aspects of simple texts											
		<ul> <li>identifies some differences between imaginative and informative texts (different styles of images in a fairy tale and instructions for a game)</li> </ul>											
		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)											
	Processes	pauses when meaning breaks down and attempts to self-correct											
	P	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											
VOC	apnl	identifies key words and the meaning they carry (nouns, verbs)											

		Names							
		shows awareness that <u>homonyms</u> 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							
		<ul> <li>describes the purpose of informative, imaginative and persuasive texts</li> </ul>							
UnT6	Comprehension	<ul> <li>draws inferences and explains using background knowledge or text features (infers character's feelings from actions)</li> </ul>							
)	Comp	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							

	Names									
	recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)									
	identifies parts of text used to answer literal and inferential questions									
Processes	identifies connectives that develop coherence between ideas or events (tracks pronoun referencing) (see Grammar)									
	identifies phrases that provide 'chunks of meaning' within a sentence (noun, verb and adjectival groups) (see Fluency and Grammar)									
	recognises the effect of punctuation on meaning									
	dentifies common features in similar texts (photographs in informative texts)									
vocabulary	uses morphological knowledge to explain words (help (base) + less (suffix) = helpless)									
VOV	discusses the vocabulary and visual features of texts									

		Names				
		<ul> <li>identifies creative use of language (a very tall character is called 'Tiny')</li> </ul>				
		<ul> <li>uses context and grammar knowledge to understand unfamiliar words (the word vast in the phrase vast desert)</li> </ul>				
		reads and views <u>predictable texts</u> and some <u>moderately complex texts</u> (see Text complexity)				
		identifies the main idea in a <u>predictable</u> <u>text</u>				
		identifies the purpose of <u>predictable texts</u> and <u>moderately complex texts</u>				
7	nsion	<ul> <li>monitors the development of ideas using language and visual features (topic sentences, key verbs, graphs)</li> </ul>				
UnT7	Comprehension	<ul> <li>recognises that texts can present different points of view</li> </ul>				
	Ö	distinguishes between fact and opinion in texts				
		<ul> <li>interprets visual elements in <u>multimodal</u> <u>texts</u> (salience, framing, colour palette)</li> </ul>				
		<ul> <li>compares and contrasts texts on the same topic to identify how authors represent the same ideas differently</li> </ul>				
		❖ answers inferential questions				

	Names									
8	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)									
Processes	<ul> <li>identifies simple language and text features that signal purpose (diagrams, dialogue)</li> </ul>									
	❖ cites text evidence to support inferences									
	<ul> <li>uses common signposting devices such as headings, subheadings, paragraphs, navigation bars and links to navigate texts</li> </ul>									
	<ul> <li>interprets creative use of language         (<u>figurative language</u>, <u>metaphor</u>, <u>simile</u>,         <u>onomatopoeia</u>)</li> </ul>									
ulary	<ul> <li>explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge</li> </ul>									
vocabulary	<ul> <li>describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups)</li> </ul>									
	recognizes how synonyms are used to enhance a text (transport, carry, transfer)									

		Names Names	
		draws on knowledge of word origin to work out meaning of discipline-specific terms (universe	
		reads and views some moderately complex texts (see Text complexity)	
		❖ identifies author's perspective	
	ension	* accurately retells a text including most relevant details	
	Comprehension	<ul> <li>evaluates the accuracy of texts on the same topic or texts that present differing points of view or information</li> </ul>	
<u>&amp;</u>		* explains how authors use evidence and supporting detail in texts	
UnT8		* poses and answers inferential questions	
	processes	suses prior knowledge and context to read unknown words (uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.)	
		<ul> <li>uses knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand) (see Grammar)</li> </ul>	

	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)															
	<ul> <li>identifies language features used to present opinions or points of view</li> </ul>															
	skims and scans texts for key words to identify main idea															
	<ul> <li>Uses knowledge of prefixes and suffixes to read and interpret unfamiliar words</li> </ul>															
ary	Identifies how technical and discipline- specific words develop meaning in texts															
Vocabulary	Recognizes how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text															
	<ul> <li>Understand precise meaning of words with similar connotations (generous, kind hearted, charitable)</li> </ul>															

## **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 <a href="https://example.com/hybrid texts">hybrid texts</a> 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.

## **Creating Texts**

		Names Names
		* conveys messages through actions or talk (see Speaking)
	Creating ideas	shares information in different ways (uses illustrations, icons and images; innovates on familiar texts through play)
CrT1	J)	observes others writing with interest and attention (asks what the writing is for and what it says) (see Speaking)
	Text forms and features	* intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes)
	Tex	* draws pictures and shapes
		* articulates or draws ideas for writing (see Speaking)
CrT2	Crafting ideas	❖ uses speech to dictate a written text
Ċ	Crafting	* differentiates between drawing and writing
		* talks about why people write

		Names											
		<ul> <li>assigns messages to own texts ('reads' back own play writing, but with varying meanings)</li> </ul>											
		<ul> <li>Composes emergent texts for specific purposes (greetings on a birthday card, labels)</li> </ul>											
	n and es	<ul> <li>writes some recognisable letters (one or two letters of own name)</li> </ul>											
	Text form and features	identifies symbols/letters written or drawn with prompting (see Phonic knowledge and word recognition)											
	lary	<ul> <li>asks about words used in the environment (signs, labels, titles, captions</li> </ul>											
	Vocabulary	<ul> <li>searches for and sometimes copies words of personal significance found in written texts</li> </ul>											
	Crafting ideas	<ul> <li>expresses an idea drawing on familiar experiences and topics using attempted words and pictures</li> </ul>											
<u>w</u>	Craftin	<ul> <li>experiments with familiar texts to achieve intentional purposes (birthday card or list)</li> </ul>											
CrT	າ and es	<ul> <li>writes from left to right and top to bottom</li> </ul>											
	text form feature	• writes letters to represent words (see Phonic knowledge and word recognition)											
	Voc abul arv	writes own name and other personally significant words (family names, dog,											

		Names											
		house)											
		talks about the purpose and audience of familiar imaginative and informative texts											
	V	writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing)											
	crafting ideas	<ul> <li>writes texts in different forms (lists, story)</li> </ul>											
	craft	<ul><li>combines visuals with written text where appropriate</li></ul>											
		❖ reads back own writing											
4		talks about own text and describes details											
CrT4	eatures	writes some appropriate letter combinations to represent words (see Spelling and Phonic knowledge and word recognition)											
	text form and features	<ul> <li>includes noun-verb agreement in sentence fragments (see Grammar)</li> </ul>											
	text fo	<ul> <li>writes from left to right using spaces between attempted words</li> </ul>											
		uses basic noun groups (my house) (see Grammar)											
	Voc abul arv	writes a small range of familiar common words											

		Names							
		• writes two- and three-letter <u>high-frequency words</u>							
		includes learnt vocabulary in own texts							
		❖ asks for help with less familiar words							
	leas	writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion)							
	Crafting ideas	writes two or three related ideas which may include other unrelated ideas							
	Ü	<ul> <li>uses ideas from informative and imaginative texts read or viewed for own writing</li> </ul>							
CrT5		<ul> <li>structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar)</li> </ul>							
	Text forms and features	<ul> <li>uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar)</li> </ul>							
	t forms a	<ul> <li>expresses feelings and opinions about people and things (nice)</li> </ul>							
	Тех	writes identifiable clauses often linked using 'and' (see Grammar)							
		<ul> <li>uses logical word order in sentences (see Grammar)</li> </ul>							

		Names 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**)
		suses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)
	>	❖ borrows words from other writers
	Vocabulary	❖ uses common and proper nouns particular to students' contextual knowledge
		❖ uses high-frequency words
		❖ uses modifying words (very)
CrT6	Crafting ideas	• 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)
Ö	Craftii	❖ writes four or more sequenced and clearly connected ideas
		❖ Includes a simple orientation for the reader (At school we are learning about

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)										
<ul> <li>selects and discards ideas to make texts suitable for familiar audiences and purposes</li> </ul>										
<ul> <li>organises text logically (ideas in time sequence)</li> </ul>										
<ul> <li>uses key words from informative texts read or viewed in own writing</li> </ul>										
writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar)										
<ul> <li>maintains tense within a sentence (see Grammar)</li> </ul>										
selects images to complement writing										
spells simple and many high-frequency words correctly (see Spelling)										
<ul> <li>selects images to complement writing</li> <li>spells simple and many high-frequency words correctly (see Spelling)</li> <li>Intentionally uses simple punctuation (!, ?) (see Punctuation)</li> </ul>										
<ul> <li>uses noun groups to develop ideas (new baby chicken) (see Grammar)</li> </ul>										
<ul> <li>uses simple cohesive language (then, after, and)</li> </ul>										
<ul> <li>uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar)</li> </ul>										

		Names	
		some, a few)	
	Vocabulary	<ul> <li>uses specific learning area topic vocabulary</li> </ul>	
		uses common homophones (two, to)	
	Crafting ideas	• writes informative, imaginative and persuasive texts using evidence of structure (to recount a personal experience or a sequence of events; to describe a person, thing or process; to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings)	
	Craftin	writes using learnt ideas on a range of topics from learning areas	
CrT7		supports ideas with some detail and elaboration	
O		<ul> <li>uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader)</li> </ul>	
	s and features	<ul> <li>expands ideas through intentional use of simple and compound and occasional complex sentences (see Grammar)</li> </ul>	
	Text forms and feat	<ul> <li>uses pronouns correctly to link to an object or person across the text (see Grammar)</li> </ul>	

	Names											
	<ul> <li>uses images to reinforce ideas in written text</li> </ul>											
	<ul> <li>maintains consistent tense within and between sentences (see <i>Grammar</i>)</li> </ul>											
	<ul> <li>organises ideas coherently (rudimentary paragraphing structure)</li> </ul>											
	uses cohesive vocabulary to indicate order, cause and effect (next, since)											
	<ul> <li>uses some irregular spelling patterns (cough) (see Spelling)</li> </ul>											
	❖ applies learnt spelling generalisations											
	accurately spells most high-frequency words (see Spelling)											
	<ul> <li>consistently uses correct simple     punctuation (separates two adjectives     before a noun with a comma – old,     broken bike) (see Punctuation)</li> </ul>											
	uses expressive words to describe action and affect the reader (tiptoed, instead of walked)											
cabulary	<ul> <li>uses creative wordplay to affect the reader (repetitive patterns</li> </ul>											
Voca	<ul> <li>intentionally substitutes common or generic words with synonyms (excited for happy)</li> </ul>											
	<ul> <li>uses words with multiple meanings correctly, according to context (right,</li> </ul>											

		Names									
		bark)									
	v	writes for a range of learning area purposes (explains a life cycle of a butterfly, recounts a process, describes an artwork)									
	crafting ideas	<ul> <li>includes structural features appropriate to the type of text and task</li> </ul>									
(S	crai	writes ideas which are relevant to the purpose of the text									
licator		<ul> <li>organises ideas to support the reader (groups ideas under headings)</li> </ul>									
CrT8 (Informative text Indicators)		uses cohesive devices to signpost sections of text to support the reader (word families: bear, cub, polar bear)									
formativ	d features	<ul> <li>uses present or timeless present tense consistently throughout text (bears hibernate in winter) (see Grammar)</li> </ul>									
rT8 (In	Text forms and features	<ul> <li>selects multimodal features to expand ideas in written texts (diagrams, tables, images)</li> </ul>									
	1	<ul> <li>uses adjectives in noun groups to create more accurate description (its long, sticky tongue) (see Grammar)</li> </ul>									
	Vocab	<ul> <li>uses a range of learnt topic words to add credibility to information (hibernate instead of sleep</li> </ul>									

		Names						
		<ul> <li>writes for a range of learning area purposes (designs a healthy food campaign)</li> </ul>						
	as	<ul> <li>includes structural features appropriate to the type of text</li> </ul>						
	Crafting ideas	presents a position and supports it with one or two simply stated arguments						
ators)	ຮັ	writes ideas which are relevant to the purpose of the text						
CrT8 (Persuasive text Indicators)		<ul> <li>organises persuasive ideas to support the reader (through the use of an introduction)</li> </ul>						
asive t		uses cohesive devices to link points in an argument (however, on the other hand)						
Persu	itures	uses exaggeration as a persuasive device						
T38 (	s and fea	<ul> <li>uses adjectives to persuade (dangerous)</li> </ul>						
J	text forms and features	<ul> <li>uses simple modal verbs and adverbs (should, will, quickly)</li> </ul>						
	t	<ul> <li>selects multimodal features to expand arguments in written texts (images, music)</li> </ul>						
	Vocab	uses a range of learnt topic words to add credibility to arguments						
	<b>Crafting</b> Ideas	<ul> <li>writes for a range of learning area purposes (narrates a historical event)</li> </ul>						

		Names										
		uses figurative language (simile)										
	ılary	<ul> <li>uses a range of learnt topic words and words from other authors</li> </ul>										
	Vocabulary	<ul> <li>chooses alternative words to add variety (replied for said)</li> </ul>										
		tense mostly correct throughout text (see Grammar)										
		<ul> <li>consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar)</li> </ul>										
dicators)		uses a variety of sentence structures and sentence beginnings										
(Generic Indicators)		spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling)										
CrT8 (		<ul> <li>uses all simple and some complex punctuation correctly (see <i>Punctuation</i>)</li> </ul>										
		uses articles accurately (a, an, the) (see Grammar)										
		<ul> <li>uses adverbial phrases to support the staging of the text (before lunch, after midnight)</li> </ul>										

		Names									
		writes informative texts for a broad real of learning area purposes that describe explain and document (describe an alwork, document the materials and explain why it was created)	e,								
CrT9(Informative text Indicators)	Crafting ideas	selects structural elements to suit the purpose (a fact sheet includes an ope statement, labelled diagrams and tex boxes)	ning								
Indic	Craftir	develops ideas with details and exam	oles								
e text		uses ideas derived from research									
mativ		<ul> <li>uses written and visual supporting evidence</li> </ul>									
Info		<ul> <li>uses a topic sentence and supporting evidence or examples in a paragraph</li> </ul>									
CrT9	text form and features	includes salient multimodal features expand on written information (creat graphs and other technical diagrams authentic data)	es								
	ab	<ul> <li>uses a range of learnt, technical and discipline-specific terms (adapt, survi</li> </ul>	e)								
	Vocab	<ul> <li>uses words to express cause and effe (therefore)</li> </ul>	t								
	Crafting ideas	writes a persuasive text that takes a position and supports it with argume (examines the benefits of physical act to health and wellbeing)									

		Names	
		selects structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position)	
		writes two or more elaborated arguments	
itors)		<ul> <li>develops a clear persuasive line/ perspective about a topic or premise</li> </ul>	
ndica		<ul><li>concludes by restating</li></ul>	
(Persuasive text Indicators)	eatures	<ul> <li>includes salient multimodal features to complement written ideas</li> </ul>	
suasive	Text forms and features	<ul> <li>uses vocabulary to position the reader (precise nouns and adjectives)</li> </ul>	
	Text fo	uses a broader range of modal verbs and adverbs (definitely	
CrT9	Vocab	<ul> <li>uses words to express cause and effect (consequently, thus)</li> </ul>	
	ю/	<ul> <li>uses words to introduce an argument (obviously)</li> </ul>	
native text	as	<ul> <li>writes imaginative texts that experiment with textual features (reinterprets or creates alternative versions of songs or stories)</li> </ul>	
(Imaginativ Indicators)	Crafting ideas	<ul> <li>narrates with connected characters and events</li> </ul>	
n) <b>(I</b> n	Cra	<ul> <li>uses ideas that support an underpinning theme or concept (survival or friendship)</li> </ul>	
C		<ul> <li>selects structural elements to suit the purpose (a narrative may include an</li> </ul>	

		Names Names
		orientation, evidence of complication)
		includes salient multimodal features integrated with written ideas
	features	uses expressive verbs and less common emotive adjectives
	Text forms and features	intentionally tightens a text by leaving out words that can be readily inferred from the context (Kokou must be hungry. But he was not [hungry])
		❖ writes in third person
	ary	suses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk)
	Vocabulary	❖ accurately uses vocabulary that has different meanings in different contexts
		❖ uses vocabulary to evoke humour (pun)
tors)		* maintains appropriate tense throughout the text (see <i>Grammar</i> )
: Indicators)		<ul> <li>uses a range of sentences including correctly structured complex sentences (see Grammar)</li> </ul>
Generic		spells simple, most complex and some challenging words correctly (see Spelling)
CrT9 (		<ul> <li>uses complex punctuation correctly         (apostrophes of possession) (see         Punctuation</li> </ul>

#### 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.

#### **Grammar**

		Names													
GrA1	Group and word level	represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (my house)													
Gr	Grammatica I accuracy	<ul> <li>uses frequently encountered expressions (my dog, my house)</li> </ul>													
		writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer)													
		<ul> <li>uses regular plural nouns correctly (dog, dogs)</li> </ul>													
GrA2	Group and word level	represents processes using a small range of verbs (relating verbs – is, are; action verbs – ran)													
	Group	writes common prepositional phrases to indicate time and place (in the morning, to the shops)													

		Names										
	Grammatical accuracy	writes sentence fragments (me and my dog)										
		<ul> <li>sequences sentences to reflect a logical flow of ideas</li> </ul>										
	Whole text level	uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)										
		<ul> <li>uses basic text connectives repetitively (and, then)</li> </ul>										
8	Sentence level	<ul> <li>writes coherent simple sentences to express an idea or event</li> </ul>										
GrA3		uses pronouns to represent participants (she, we, them)										
	level	<ul> <li>uses a small range of adjectives to build description in basic noun groups (the little dog)</li> </ul>										
	Group and word level	uses common and proper nouns										
	Group a	<ul> <li>uses single verbs or simple verb groups (they are playing)</li> </ul>										
		<ul> <li>uses predominantly simple present, continuous and past tense to represent processes</li> <li>(I play, I am playing, I played)</li> </ul>										

		Names											
	ccuracy	<ul> <li>uses articles a, an and the with varying accuracy (a dog, a apple)</li> </ul>											
	Grammatical accuracy	<ul> <li>writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)</li> </ul>											
	Whole text level	uses time connectives to sequence ideas and events (first, then, next, after)											
	Who	sroups related ideas into paragraphs											
	level	writes simple sentences correctly											
	Sentence level	<ul> <li>writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)</li> </ul>											
GrA4	l level	uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly)											
	Group and word level	<ul> <li>uses simple present, past and future tenses accurately to represent processes</li> </ul>											
	Group	<ul> <li>uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)</li> </ul>											
	Grammatical accuracy	writes comprehensible sentences that may contain inaccuracies such as misuse of <u>prepositions</u> (they should of waited, mine is different than/then yours) and adverbs (we walked quick)											

		Names									
		he was afraid.)									
	Whole text level	uses cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)									
	Sentence level	selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect									
GrA6	Senteno	uses subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead.)									
Gr		<ul> <li>uses an extended range of verbs and verb groups for a particular effect (characterisation - howls, was trembling; and expressing causality – results in)</li> </ul>									
	Group and word level	adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears hibernate in winter) and uses continuous present tense when referring to an ongoing event (bears are becoming extinct))									
		creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week)									

Names						
<ul> <li>uses adverbials to reprerange of circumstances(         subsequently, place – in         environment, manner-         due to several factors</li> </ul>	time- their					
* makes few grammatical inappropriate tense sele agreement between sub	ections or lack of					

#### **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.

#### **Punctuation**

		Names												
N1		❖ identifies capital letters												
PuN1		❖ identifies full stops												
PuN2	-	<ul> <li>writes basic sentence boundary punctuation (capital letter at beginning, full stop at end)</li> </ul>												
<b>P</b>		<ul> <li>writes capital letters for some proper nouns</li> </ul>												
PuN3	_	<ul> <li>uses sentence boundary punctuation including question marks or exclamation marks</li> </ul>												
P.		<ul> <li>consistently writes capitals appropriately for names of people</li> </ul>												
14		uses commas in lists of nouns (add the sugar, lemon, water and juice)												
PuN4		uses apostrophes for regular single possessives (girl's)												

		Names										
		<ul> <li>capitalises key events, geographic names, titles (Easter, Sydney, Ms)</li> </ul>										
		uses quotation marks for simple dialogue ('I can't see it,' he said.)										
PuN5	_	<ul> <li>uses apostrophes for plural <u>possessives</u> (planes' wings)</li> </ul>										
	_	follows conventions of use of capitals in headings										
	_	writes commas to separate <u>clauses</u> where appropriate										
PuN6	_	punctuates more complex dialogue correctly ('The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')										
PuN7	_	<ul> <li>uses complex punctuation conventions (colons, semicolons, brackets)</li> </ul>										
P		<ul> <li>uses punctuation conventions for quotations and referencing</li> </ul>										

## **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.

## **Spelling**

		Names													
<b>G1</b>		writes letters to represent words													
SpG1		❖ spells own name													
SpG2	_	<ul> <li>explains that words can be represented with letters</li> </ul>													
Sp		<ul> <li>experiments with writing letters and words</li> </ul>													
<u> </u>	_	<ul> <li>writes letters of the alphabet and says a common corresponding sound (phoneme)</li> </ul>													
SpG3	_	<ul> <li>writes letters to correspond to a given sound</li> </ul>													
SpG4	_	writes letters to represent the dominant or first sounds ( <u>phonemes</u> ) in words, when attempting to spell words (apl for apple)													
S	_	<ul> <li>writes some appropriate letter combinations to represent words (bis for because)</li> </ul>													

		Names									
	_	<ul> <li>writes correctly some common one- syllable words with regular phonic graphemic patterns (am)</li> </ul>									
	_	<ul> <li>writes correctly some common high- frequency words with irregular phonic graphemic patterns (boy</li> </ul>									
	_	represents all phonemes when attempting to spell one- and two-syllable words									
	_	<ul> <li>writes correctly a range of words from the hundred high-frequency words correctly (class)</li> </ul>									
35		spells less familiar words using regular phonemic graphemic patterns (sum for some									
SpGS		<ul> <li>writes <u>common plurals</u> formed by adding 's' correctly (cats</li> </ul>									
	_	writes words with common <u>suffixes</u> that indicate tense (play, played, playing)									
	_	uses visual knowledge (my), phonic knowledge (can) and morphemic knowledge (plays = play + s) to attempt to spell words									
95	_	<ul> <li>exchanges one letter in a word to make a new word (dip, tip)</li> </ul>									
SpG6	_	writes two-letter consonant blends in words correctly (sl in slip)									

		Names									
		• writes <u>common plurals</u> formed with adding 'es' correctly (boxes)									
		❖ uses onset and rime to spell words (p-at)									
		<ul> <li>writes words with consonants doubled after a <u>short vowel</u> (shopping)</li> </ul>									
		<ul> <li>uses morphemic word families to spell words (small, smaller)</li> </ul>									
		writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine)									
		spells words with learnt digraphs (that)									
SpG7		spells words with learnt <u>long vowel</u> sounds (skirt)									
		writes one- and two-syllable words with consonant blends (clapping)									
		<ul> <li>uses knowledge of <u>morphemes</u> to spell <u>compound words</u> with common <u>base</u> <u>words</u> (Sunday)</li> </ul>									
		<ul> <li>uses simple dictionaries and spellcheckers</li> </ul>									
Spg8	_	writes most common and high-frequency words correctly									

		Names											
	_	writes common words with silent letters correctly (white)											
	_	writes some common contractions correctly (won't, don't)											
	_	uses three-letter consonant blends in words correctly (three, string, splash)											
	_	uses knowledge of morphemes to spell compound words, where the base word remains unchanged (grandmother)											
	_	<ul> <li>uses bank of spelling strategies and knowledge to attempt to spell words (phonic knowledge, visual knowledge, morphemic knowledge)</li> </ul>											
	_	recognises spelling errors in own writing											
	_	writes all words from the hundred high- frequency words correctly											
_6	_	writes words with common prefixes and suffixes (unhappy, helpful)											
SpG9	_	uses some common spelling generalisations when attempting to spell unfamiliar words (drop e from base word when adding a suffix)											
		uses correct vowel digraphs (bean, green)											

		Names
		* rites all common contractions correctly (doesn't)
		spells common homophones correctly (hear, here)
		❖ uses spell check function
		<ul> <li>uses authoritative sources         (dictionaries/web search to spell         unfamiliar words)</li> </ul>
		★ uses learnt spelling rules and knowledge, word origins and generalisations to spell (phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge)
		❖ identifies errors and attempts to correct spelling
		<ul> <li>writes words which do not include common phonic patterns or letter groupings correctly</li> </ul>
SpG10		spells less common homophones correctly (site, sight)
SpG	_	* applies spelling generalisations when writing words
	_	<ul> <li>explains and uses a range of morphemic word families (friend, friendship, unfriendly)</li> </ul>

		Names									
	_	uses knowledge of <u>prefixes</u> and <u>suffixes</u> to spell less common words (triangle, disagree									
	_	<ul> <li>explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (colour, color)</li> </ul>									
	_	spells a range of words with less common letter groupings correctly (mountain)									
	_	uses knowledge of <u>base words</u> to spell unfamiliar words (line, linesman)									
	_	<ul> <li>writes irregular plurals correctly (mice)</li> </ul>									
	_	spells words with less common silent letters correctly (caught, debt)									
SpG11	_	explains how the spellings and meanings of some words have changed over time									
5	_	<ul> <li>explains how words are spelt using a combination of strategies and knowledge including morphemic knowledge, visual knowledge, phonological knowledge, etymological knowledge and orthographic knowledge</li> </ul>									

## **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.

### Handwriting

		Names										
		<ul><li>produces simple handwriting movements</li></ul>										
HwK1		<ul> <li>experiments with pencils, writing implements or devices</li> </ul>										
	_	writes letters which resemble standard letter formations										
HwK2	1	<ul> <li>uses pencils or writing implements appropriately</li> </ul>										
Ĭ		writes or types some letters or words correctly										
		<ul><li>correctly forms most lower-case letters</li></ul>										
/K3		<ul><li>correctly forms some upper-case letters</li></ul>										
HwK3	—	writes or types a few words										
	_	❖ uses numeral keys										

Names											
		<ul> <li>correctly forms all letters</li> </ul>									
HwK4	_	uses spaces between handwritten words									
		positions letters and words on a line									
	l	demonstrates keyboarding proficiency by typing short letter clusters and short common words as single units (er, ing, the, my)									
	1	types using spaces between words and sentence punctuation									
		fluently writes clearly formed, unjoined letters									
		writes all letters with consistent size and spacing between words									
HwK5		begins to use joined letters									
		<ul> <li>maintains legible handwriting throughout a text</li> </ul>									
		<ul> <li>uses some features of text editing applications</li> </ul>									
		<ul> <li>recognises and uses keys to show more complex punctuation or symbols</li> </ul>									

Names												
HwK6		writes using joined letters of consistent size										
	_	slopes writing if appropriate to script										
	_	<ul> <li>begins to develop quick finger action when keying</li> </ul>										
	_	fluently handwrites and types to produce a range of texts										
HwK7	_	writes with a legible, fluent, personal handwriting style										
	_	<ul> <li>uses a range of digital applications to compose and edit</li> </ul>										
	_	<ul> <li>self-corrects using appropriate keyboard and screen functions</li> </ul>										
HwK8	_	<ul> <li>uses handwriting efficiently in formal and informal situations</li> </ul>										
	_	<ul> <li>demonstrates automaticity when using keyboarding and screen functions</li> </ul>										