



National Literacy Learning Progression

Version 3.0

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Contents

Introduction	5
National learning progressions.....	5
National learning progressions and the Australian Curriculum	5
The National Literacy learning progression	5
What is literacy?	5
What is the National Literacy Learning Progression?	5
How is the National Literacy Learning Progression structured?	6
Elements and sub-elements	6
Levels and indicators.....	7
How is the National Literacy Learning Progression related to the Australian Curriculum?	8
Australian Curriculum: English	9
Other Australian Curriculum learning areas.....	9
How can the National Literacy Learning Progression be used?	9
How does the National Literacy Learning Progression cater to students for whom English is an additional language or dialect?	10
Speaking and listening	12
Listening	12
Interacting.....	15
Speaking	17
Reading and viewing	22
Phonological awareness	22
Phonic knowledge and word recognition	24
Fluency.....	28
Understanding texts.....	30
Writing.....	39
Creating texts	39
Grammar	53
Punctuation.....	57
Spelling.....	59
Handwriting and keyboarding.....	63
Appendix 1 Text complexity.....	65
Simple texts	65
Predictable texts	66
Moderately complex texts	67

National Literacy Learning Progression

Complex texts.....	68
Highly complex texts.....	69

INTRODUCTION

National learning progressions

National learning progressions describe the skills, understandings and capabilities that students typically acquire as their proficiency increases in a particular aspect of the curriculum over time.

They describe the learning pathway(s) along which students typically progress in particular aspects of the curriculum regardless of age or year level, and are designed to help teachers ascertain the stage of learning reached, identify any gaps in skills and knowledge, and plan for the next step to progress learning.

National learning progressions and the Australian Curriculum

National learning progressions sit within the broader framework of the Australian Curriculum. They supplement and underpin the Australian Curriculum. They do not replace the Australian Curriculum.

The Australian Curriculum identifies what students need to learn; national learning progressions describe the learning pathway(s) along which students typically progress in particular aspects of the curriculum regardless of age or year level. Where learning progressions exist, they can help inform the refinement of the Australian Curriculum.

THE NATIONAL LITERACY LEARNING PROGRESSION

What is literacy?

Literacy is fundamental to a student's ability to learn at school and to engage productively in society.

In the Australian Curriculum,

... students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts ...

Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area (ACARA, 2016).

What is the National Literacy Learning Progression?

The National Literacy Learning Progression describes the observable indicators of increasing complexity in the use of Standard Australian English language. The literacy progression includes the modes of listening, speaking, reading, viewing and writing. By providing a comprehensive view of literacy learning and how it develops

over time, the progression gives teachers a conceptual tool that can assist them to develop targeted teaching and learning programs for students who are working at, above or below year-level expectations.

Literacy development influences student success in many areas of learning at school. The progression can be used to support students to successfully engage with the literacy demands of the Foundation to Year 10 Australian Curriculum.

The progression does not advise schools on how to teach, plan, program, assess or report.

How is the National Literacy Learning Progression structured?

Elements and sub-elements

The National Literacy Learning Progression has three elements that reflect aspects of literacy development necessary for successful learners of the F–10 Australian Curriculum and in everyday life. The three elements, which align with the modes of language use, are:

- Speaking and listening
- Reading and viewing
- Writing

Each element includes sub-elements that represent evidence-based aspects of literacy development. The progression comprises five holistic sub-elements: *Listening, Interacting, Speaking, Understanding texts* and *Creating texts*. These five sub-elements provide a holistic view of literacy capability and are supported by the detail given in the remaining sub-elements in each mode.

The diagram (Figure 1) represents the elements and sub-elements of the National Literacy Learning Progression. The sub-elements that are holistic are shown in bold text. The diagram shows that the skills of *Phonic knowledge and word recognition* and *Phonological awareness* are constrained and underpin early reading development.

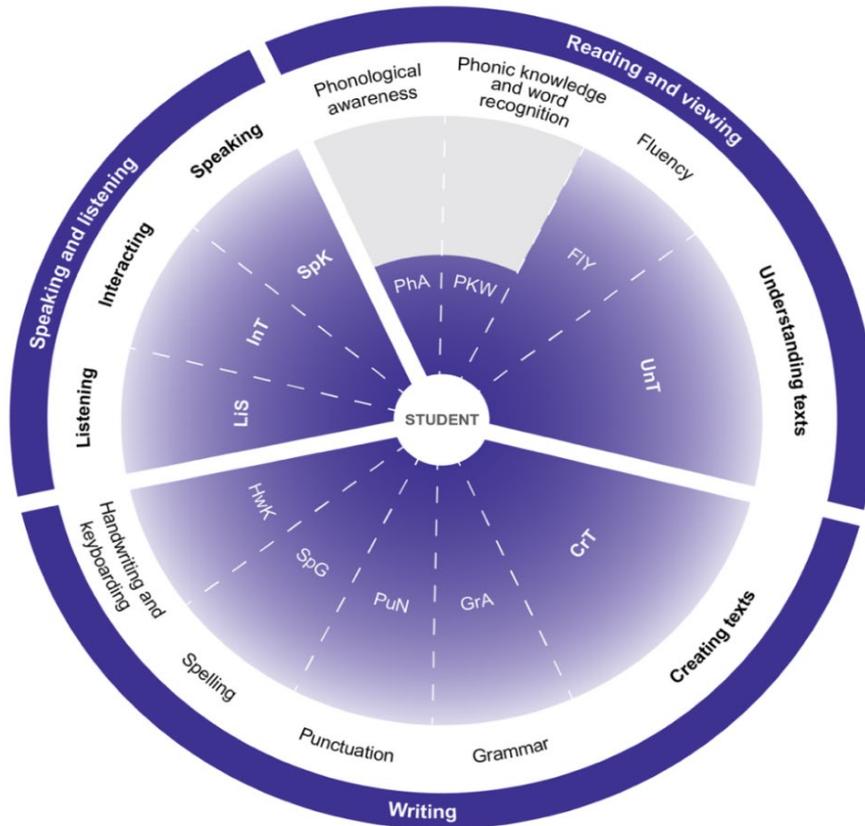


Figure 1. Elements and sub-elements of the National Literacy Learning Progression

Levels and indicators

Within each sub-element, indicators are grouped together to form developmental levels. Each indicator describes what a student says, does or produces and begins with the stem 'A student ...' as the subject of the sentence.

There are as many levels within each sub-element as can be supported by evidence. The listing of indicators within a level is non-hierarchical. Each level within a sub-element has one or more indicators and is more complex than the preceding level. The levels within each sub-element are named with a letter and number code that indicates the abbreviated name of the sub-element and the developmental level, in number order. For example, SpK4 indicates the sub-element of speaking at level 4.

In the *Listening*, *Speaking*, *Interacting*, *Understanding Texts* and *Creating Texts* sub-elements:

- pre-level 1 early communication indicators are included to describe the development of early communication skills for some students
- the first indicator at each level provides a contextual reference for other indicators at that level.

In many of the sub-elements, subheadings have been included to assist teachers by grouping indicators into particular categories of skills that develop over a number of levels.

The amount of time it takes a student to progress through each level is not specified because students progress in literacy development at different rates.

The levels do not describe equal intervals of time in a student’s learning. They are designed to indicate the order in which students typically acquire the knowledge and skills necessary to be literate.

The amount of detail in any level or sub-element is not an indication of importance. A single indicator at a more advanced level in the progression may rely on a substantial number of indicators being evident in earlier levels.

The diagram (Figure 2) shows the various components included in the progression.

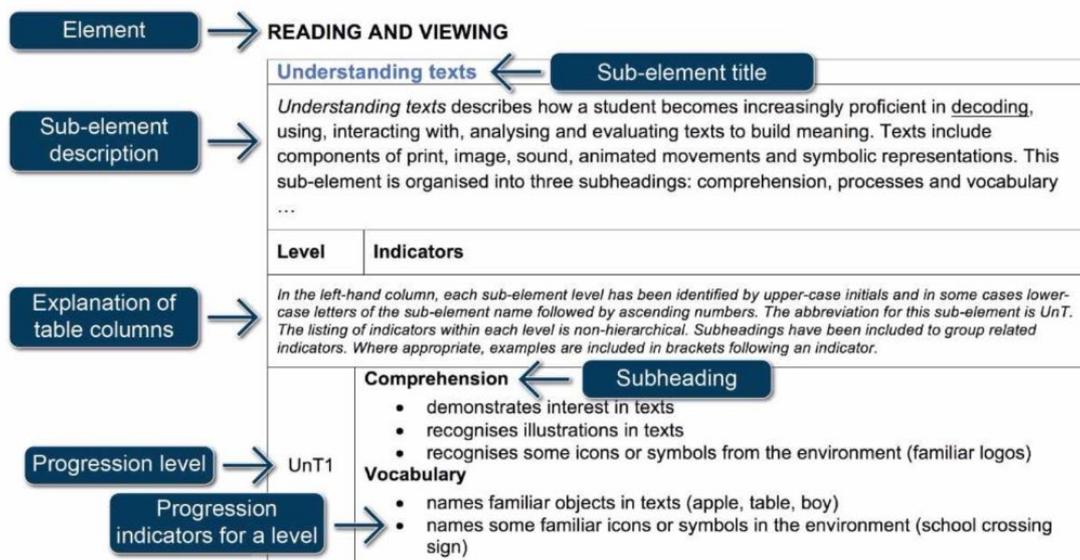


Figure 2. Annotated example of a literacy sub-element

How is the National Literacy Learning Progression related to the Australian Curriculum?

Literacy skills are explicit in the Australian Curriculum: English. However, literacy is strengthened, made specific and extended in other learning areas. Literacy enables students to: access, understand, analyse and evaluate information; make meaning, express thoughts and emotions; present ideas and opinions; interact with others; and participate in activities at school and in their lives beyond school.

In the Australian Curriculum, a text is defined as a means for communication. Text forms and conventions enable effective communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language in a range of communication forms, such as print text, visual images, soundtrack and spoken word as found in film or computer presentation media.

The National Literacy Learning Progression reflects the definitions of ‘literacy’ and ‘text’ that underpin the Australian Curriculum: English.

Australian Curriculum: English

The Australian Curriculum: English aims to ensure that students:

learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose (Australian Curriculum: English, ACARA, 2017).

The National Literacy Learning Progression helps teachers to develop fine-grain understandings of student literacy development in the Australian Curriculum: English, especially in the early years. The progression amplifies the literacy skills in the Australian Curriculum: English, particularly in the Language and Literacy strands, and is organised by modes of communication, which in the Australian Curriculum: English are identified by icons. The progression has not been designed as a checklist and does not replace the Australian Curriculum: English.

Each sub-element has been mapped to the year level expectations set by the Australian Curriculum: English.

Other Australian Curriculum learning areas

This National Literacy Learning Progression is designed to assist schools and teachers in all learning areas to support their students to successfully engage with the literacy demands of the F–10 Australian Curriculum. The sub-elements of *Listening, Interacting, Speaking, Understanding texts* and *Creating texts* have specific relevance for learning areas other than English.

Advice is included on the literacy demands of each subject in the Australian Curriculum. This advice will assist teachers to plan how to teach specific literacy knowledge and skills essential to students' understanding of subject content.

How can the National Literacy Learning Progression be used?

The National Literacy Learning Progression can be used at a whole school, team or individual teacher level. The progression provides maximum student learning benefits when supported by professional learning and collaboration between teachers. Further advice on how to maximise the benefits of the progression is available on the progressions home page.

The progression can be used to identify the literacy capability of individual students within and across the 12 sub-elements. In any class there may be a wide range of student abilities. Individual students may not neatly fit within a particular level of the progression and may straddle two or more levels within a progression. While the progression provides a logical sequence, not all students will progress through every level in a uniform manner.

When making decisions about a student's literacy development, teachers select relevant indicators. It is important to remember indicators at a level are not a prescriptive list and the progression is not designed to be used as a checklist. Teacher judgements about student literacy capability should be based on a range of

learning experiences. Observations, discussions, performances or tasks from any learning area can provide suitable evidence of a student's literacy capability.

Teachers can use the progression to support the development of targeted teaching and learning programs and to set clearer learning goals for individual students. For example, teaching decisions can be based on judgements about student capability that relate to a single indicator rather than all indicators at a level.

How does the National Literacy Learning Progression cater to students for whom English is an additional language or dialect?

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed [Student diversity advice](#) and the [English as an Additional Language or Dialect \(EAL/D\) Learning Progression: Foundation to Year 10](#).

For EAL/D students whose first language or dialect is other than Standard Australian English, access to language and literacy development is especially important. EAL/D students learn Standard Australian English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge and value the home language, prior knowledge and experiences of these students, and to build on the students' linguistic skills and cultural understandings in developing students' literacy capabilities in the curriculum.

The EAL/D Learning Progression describes the development of English language learning typical of students learning English as an additional language or dialect. Teachers may use the EAL/D Learning Progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience
- identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills
- monitor the language progression of their EAL/D students.

The EAL/D Learning Progression, which shows the interaction of first language or dialect with language and literacy development, can be used with the National Literacy Learning Progression to assist teachers in meeting the language-learning needs of students for whom English is an additional language or dialect. It is important to note that EAL/D students who do not meet age-related benchmarks when assessed against learning area achievement standards are not necessarily 'underperforming', but rather they are achieving at levels commensurate with their phase of English language learning.

Teachers implementing the National Literacy Learning Progression with EAL/D students can also refer to the

[English as an Additional Language or Dialect: Teacher Resource](#).

This resource provides important information about the diversity of EAL/D learners who enter school with a wide range of English language levels and learning needs. It supports teachers' understandings of the linguistic and cultural considerations related to English, Mathematics, Science and HASS content descriptions.

SPEAKING AND LISTENING

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*, *Interacting* and *Phonological awareness*.

This sub-element references Text complexity in Appendix 1. The text complexity advice includes five levels: simple, predictable, moderately complex, complex and highly complex, 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 demonstrate the skills of the *Listening* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
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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 LiS.

Two pre-level 1 early communication levels are shown as ECL to describe the early development of communication skills.

The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

In the Listening sub-element, the first indicator of each level describes the level of text complexity students are working at, providing a context for other indicators at that level.

ECL1a	<ul style="list-style-type: none"> shows interest in familiar people events and activities (e.g. tracks the speaker's movements, turns head in the direction of a speaker)
ECL1b	<ul style="list-style-type: none"> responds consistently to social interactions with familiar people (see <i>Interacting</i>) uses informal responses which can include vocalising, moving, touching (e.g. touches a target object in response to a question or directive) (see <i>Interacting</i>)
LiS1	<ul style="list-style-type: none"> responds to a familiar, simple text structure (e.g. indicates yes/no when asked a commonly recurring question such as "Are you hungry?") (see <i>Speaking</i>) uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
LiS2	<ul style="list-style-type: none"> responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation

Listening	
	<ul style="list-style-type: none"> follows a simple command repeats familiar words heard in a text or conversation
LiS3	<ul style="list-style-type: none"> listens actively to short texts consisting of a few sentences recalls one or two ideas from a short text or interaction responds to simple statements, commands or questions uses a small range of listening strategies (e.g. asking what, when, why questions about a text they have listened to) responds to subtle tones and cues through facial expressions, gestures and action discriminates individual words in a short, spoken sentence (e.g. identifies 'lunchtime' in 'the meeting for the excursion is at lunchtime') describes familiar objects and actions heard in a text or interaction (e.g. the chicken ate the bug) repeats accurately, short phrases and statements from a short text or interaction recognises and generates one-syllable rhyming words (see <i>Phonological awareness</i>)
LiS4	<ul style="list-style-type: none"> responds to simple and predictable texts (see <i>Text complexity</i>) recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement) responds to literal and simple inferential questions about a spoken text infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper) experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear) uses learnt vocabulary and simple adjectives to recount key ideas from heard text
LiS5	<ul style="list-style-type: none"> responds to predictable texts (see <i>Text complexity</i>) listens purposefully to texts to identify specific learning area content recalls specific information from a learning area text attends to sequence when recounting ideas infers meaning that may be less obvious (e.g. hears background sounds of seagulls and surf to infer beach context) describes tone and intonation of spoken text (e.g. she spoke with an angry tone) listens to a familiar story and retells, making minor adaptations if needed selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension) listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as first, then, finally and conjunctions such as also to identify next section in text)
LiS6	<ul style="list-style-type: none"> responds to moderately complex texts (see <i>Text complexity</i>) 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

Listening	
	<ul style="list-style-type: none"> • infers layered meaning from texts (e.g. musical overlay that creates mood) • asks relevant questions to extend understanding • describes language and audio features of the text
LiS7	<ul style="list-style-type: none"> • responds to complex texts (see <i>Text complexity</i>) • identifies and analyses how spoken language is used for different effects • explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas • selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes) • explains how vocabulary is used for impact on the target audience
LiS8	<ul style="list-style-type: none"> • responds to highly complex texts (see <i>Text complexity</i>) • identifies and paraphrases key points of a speaker's arguments • describes their own and others' listening behaviours • evaluates strategies used by the speaker to elicit emotional responses • explains any shift in direction, line of argument or purpose made by the speaker • adopts and re-uses complex abstractions heard in texts • explains how speakers' language can be inclusive or alienating (e.g. 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 questioning and using language to share information and negotiate meaning and outcomes. Students 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 of *Listening* and *Speaking*.

Some students will demonstrate the skills of the *Interacting* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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 InT.</i></p> <p><i>Two pre-level 1 early communication levels are shown as ECI to describe the early development of communication skills.</i></p> <p><i>The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.</i></p> <p><i>In the Interacting sub-element, the first indicator at each level provides a context for other indicators at that level.</i></p>	
ECI1a	<ul style="list-style-type: none"> interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)
ECI1b	<ul style="list-style-type: none"> interacts purposefully with familiar people (e.g. refuse or request)
InT1	<ul style="list-style-type: none"> shares simple ideas with peers responds to questions in class discussion using non-verbal responses (e.g. nodding) listens without interrupting (see Listening) uses home language or dialect to interact with familiar peers and adults
InT2	<ul style="list-style-type: none"> contributes simple ideas and shares personal experiences to participate in informal group discussions shows signs of active listening, by sustaining attention across a short, spoken text shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts) uses appropriate language or dialect to interact with speakers of the same language
InT3	<ul style="list-style-type: none"> actively listens to stay on topic in a small group discussion joins in small group and whole-class discussion asks relevant questions for clarification or to find out others' ideas (e.g. What do you think about that?)

Interacting	
	<ul style="list-style-type: none"> • takes turns in interactions • interacts using appropriate language in pairs or a small group to complete tasks
InT4	<ul style="list-style-type: none"> • interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example) • presents simple ideas clearly in group situations • actively encourages or supports other speakers • shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions) • uses language to initiate interactions in a small group situation (e.g. 'I have an idea')
InT5	<ul style="list-style-type: none"> • interacts to critically evaluate ideas and refine meaning • explains new learning from interacting with others • uses a range of strategies for effective dialogue (e.g. questions claims made by a speaker or presents an alternative point to the previous speaker) • initiates interactions confidently in group and whole-class discussions • poses 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	<ul style="list-style-type: none"> • interacts within school context or the broader community, adjusting language and responses to suit purpose and audience • 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 • poses questions to clarify assumptions made by the speaker • questions others to evaluate accuracy of thinking or problem-solving processes • uses language to align the listener with personal position (e.g. of course, as you can imagine, obviously)
InT7	<ul style="list-style-type: none"> • interacts strategically and confidently with a broad range of interactional partners • gives an extended explanation and evaluation of a complex concept, issue or process • 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 as appropriate to audience and purpose

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. It 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 academic subject matter using more sophisticated competencies.

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

Some students will demonstrate the skills of the *Speaking* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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 SpK.</i></p> <p><i>Three pre-level 1 early communication levels are shown as ECS to describe the early development of communication skills.</i></p> <p><i>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.</i></p> <p><i>In the Speaking sub-element, the first indicator at each level provides a context for other indicators at that level.</i></p>	
ECS1a	<ul style="list-style-type: none"> uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place)
ECS1b	<ul style="list-style-type: none"> uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles when dinner is served and pushes away unwanted food) (see <i>Interacting</i>)
ECS1c	<ul style="list-style-type: none"> uses conventional behaviours to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) (see <i>Interacting</i>)
SpK1	<p>Crafting ideas</p> <ul style="list-style-type: none"> speaks in short phrases or simple sentences about familiar objects, people or events uses simple language to express feelings and needs (e.g. I'm thirsty) makes simple requests indicates a preference when offered a choice (e.g. selects a fruit from a bowl) uses simple, appropriate personal greetings

Speaking	
	<p>Vocabulary</p> <ul style="list-style-type: none"> • uses a small range of familiar words • names common items from the environment or pictures • uses appropriate word choice to communicate with familiar people
SpK2	<p>Crafting ideas</p> <ul style="list-style-type: none"> • retells personal events and experiences to peers and known adults • shares feelings and thoughts about the events and characters in text • retells key details or points from a learning experience or text viewed or heard • uses mainly appropriate word order • uses appropriate volume for small audiences • uses rehearsed phrases to introduce themselves (e.g. Good morning, my name is ...) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses simple connectives to join ideas (e.g. and then) (see <i>Grammar</i>) • uses familiar spoken language to communicate connected ideas (e.g. Let's draw, I'll get paper and pencils) • uses simple adjectives to describe (e.g. red, big) (see <i>Grammar</i>) • uses a small range of qualifying adjectives (e.g. nice, good) (see <i>Grammar</i>) • uses simple language to compare and contrast (e.g. smaller, more) • uses common time and causal connectives to relate ideas (e.g. then, because) (see <i>Grammar</i>)
SpK3	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process) • speaks audibly and clearly to a familiar audience (e.g. own class) • uses some extended sentences • organises key ideas in logical sequence • provides some supporting details • expresses causal relationships (e.g. when the egg cracked, the chicken came out) • provides simple justifications (e.g. I chose cherries because they are red) • uses some varying intonation or volume for emphasis • regulates pace with pausing <p>Vocabulary</p> <ul style="list-style-type: none"> • uses some precise vocabulary from learning areas • uses connectives to sequence ideas (e.g. first, then, next, finally) (see <i>Grammar</i>) • uses vocabulary to express cause and effect (e.g. the excursion was cancelled because it rained)

Speaking	
	<ul style="list-style-type: none"> • uses some modal language to influence or persuade (e.g. should, will) (see <i>Grammar</i>)
SpK4	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved) • uses complex sentence constructions including relative clauses (e.g. the boy who drew the picture got a prize) (see <i>Grammar</i>) • adjusts register to suit audience and purpose • elaborates on ideas using a short sequence of sentences • incorporates learnt content into spoken text • sequences ideas and events appropriately • uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement) • varies volume and intonation to suit purpose and audience • plans and delivers spoken presentations using appropriate structure and language • includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation) <p>Vocabulary</p> <ul style="list-style-type: none"> • experiments with vocabulary drawn from a variety of sources • uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see <i>Grammar</i>) • uses a range of vocabulary to indicate connections (e.g. consequences) • uses conditional vocabulary to expand upon ideas (e.g. if Goldilocks ate all the porridge the bears would be hungry)
SpK5	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates detailed spoken texts on a broad range of learning area topics • includes details and elaborations to expand ideas • uses connectives to signal a change in perspective (e.g. however, although, on the other hand) or to show causal relationships (e.g. due to, since) (see <i>Grammar</i>) • uses a range of expressions to introduce an alternative point of view (e.g. in my opinion, he did not agree with) • rehearses spoken text to accommodate time and technology • controls tone, volume, pitch and pace to suit content and audience • uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses a broader range of more complex noun groups to expand description (e.g. protective, outer covering) • selects more specific and precise words to replace general words (e.g. uses difficult or challenging for hard)

Speaking	
	<ul style="list-style-type: none"> • uses some rhetorical devices (e.g. don't you agree?)
SpK6	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas • 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 • shows increasing awareness of audience by moderating length, content and delivery of spoken texts • adjusts register according to purpose and audience • researches to prepare spoken texts • uses a range of technology and audio and visual resources to engage audience and enhance content <p>Vocabulary</p> <ul style="list-style-type: none"> • varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups such as exploitation of resources) (see <i>Grammar</i>) • uses language creatively (e.g. the moon shines bravely) • uses sensory vocabulary to engage the audience (e.g. a gasp of dismay) • uses technical vocabulary to demonstrate topic knowledge (e.g. deforestation) • consistently uses a range of synonyms to add variety and precision to spoken text • uses abstractions (e.g. freedom, fairness)
SpK7	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates spoken texts which explore and interpret concepts drawn from research or learning area content • selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection) • uses ideas and language features appropriate to complex topics • controls a range of language features to affect the audience (e.g. uses modal language for emphasis) • rephrases or clarifies to repair or refine meaning • uses language structures and features appropriate to learning area content • uses technologies and visual and audio resources to enhance meaning and effect in presentations <p>Vocabulary</p> <ul style="list-style-type: none"> • selects vocabulary to intensify and sharpen the focus (e.g. scarcely, absolutely, real, simply)

Speaking	
	<ul style="list-style-type: none"> • uses a range of evaluative language to express opinions or convey emotion (e.g. significant benefits, devastating consequences) • uses a range of emotive language appropriate to topic, purpose and audience • uses rich, evocative, descriptive language • uses figurative language (e.g. hungry for success)
SpK8	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content • includes a range of alternative viewpoints in spoken texts, where appropriate • controls and manipulates a sophisticated range of language features to affect the audience • uses a range of rhetorical devices and humour to engage an audience • references and quotes authorities or statistics to add authority (e.g. according to a recent OECD report) • delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

READING AND VIEWING

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 (e.g. 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 demonstrate the skills of the *Phonological awareness* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
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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.

PhA1	<ul style="list-style-type: none"> participates in rhymes and chants and songs including in home language or dialect (see <i>Listening</i>) repeats sounds, words, sayings, poems completes familiar phrases in texts including chants, songs and poems
PhA2	<ul style="list-style-type: none"> segments a short, spoken sentence of three to five words into separate spoken words orally blends and segments words with two and three syllables (e.g. hopp-ing, fam-i-ly) blends onset/rime to say a word (e.g. m/um = mum, h/at =hat, sh/o p = shop) provides a word when given a starting phoneme (e.g. p, picture) consistently says the first phoneme of a spoken word (e.g. good, g) listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (e.g. sing, thing, dog, wing) listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
PhA3	<ul style="list-style-type: none"> orally blends two or three phonemes together to make a one-syllable word (e.g. a-sh, s-u-n, b-i-n, sh-i-p)

Phonological awareness	
	<ul style="list-style-type: none"> orally segments words of two or three phonemes into separate phonemes (e.g. 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 identifies first and final phoneme in a word
PhA4	<ul style="list-style-type: none"> orally blends four phonemes together to make a one-syllable spoken word (e.g. s-t-o-p, stop) orally segments spoken words comprised of four phonemes into separate phonemes (e.g. fresh, f-r-e-sh) identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes identifies the vowel phoneme in single syllable words
PhA5	<ul style="list-style-type: none"> says the new word when asked to delete an initial phoneme (e.g. cat becomes at) says the new word when asked to add an initial phoneme (e.g. all becomes ball) says the new word when asked to substitute an initial phoneme (e.g. cat becomes bat) says the new word when asked to delete a final phoneme (e.g. puppy becomes pup) says the new word when asked to add a final phoneme at (e.g. me becomes meet) says the new word when asked to substitute a final phoneme (e.g. bet becomes bell) says the new word when asked to substitute a medial phoneme (e.g. mat becomes met)

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 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 demonstrate the skills of the *Phonic knowledge and word recognition* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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.</i></p> <p><i>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.</i></p>	
PKW1	<p>Word recognition</p> <ul style="list-style-type: none"> indicates words and letters in a variety of situations in the environment (e.g. in written texts, on a whiteboard). Note: Not required to read the word or say the sound or name of the letter.
PKW2	<p>Word recognition</p> <ul style="list-style-type: none"> identifies pictures, words, spaces between words and numerals in texts (e.g. points to/indicates pictures, words and spaces around words in a continuous text) recognises some familiar words and identifies them in environmental print (e.g. for example, labels, shop names, street signs) identifies own name or familiar names when presented in written form distinguishes own name from a small number of alternative words identifies two or more letters that are the same in two words (e.g. bird, red)
PKW3	<p>Phonic knowledge</p> <ul style="list-style-type: none"> says the most common phoneme for taught single-letter graphemes (e.g. Tt, Mm, Ss) identifies and names letters for taught single-letter graphemes blends <u>phonemes</u> for taught single letter <u>graphemes</u> to decode VC (e.g. at) CVC (e.g. hop) words

Phonic knowledge and word recognition

	<ul style="list-style-type: none"> identifies first <u>phoneme</u> in words orally segments and writes CVC words (e.g. c-a-t, h-a-t) recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. Aa, Rr, Dd) <p>Word recognition</p> <ul style="list-style-type: none"> reads taught <u>high-frequency words</u> in a text and in the environment (e.g. the, to, I, no, said)
PKW4	<p>Phonic knowledge</p> <ul style="list-style-type: none"> says the most common <u>phoneme</u> for all single-letter graphemes identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. Bb, Gg) writes/selects corresponding graphemes for all common phonemes blends phonemes for all common, single-letter graphemes to read VC (e.g. in) and CVC words (e.g. pan) and applies this knowledge when reading decodable texts segments and writes VC and CVC words with letters in correct order and reads them aloud reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. fuss, ll will, ff puff) <p>Word recognition</p> <ul style="list-style-type: none"> reads an increasing number of taught <u>high-frequency words</u> in decodable texts and own writing (e.g. was, you, one, said, have, were)
PKW5	<p>Phonic knowledge</p> <ul style="list-style-type: none"> gives examples of <u>phonemes</u> that can be represented by more than one consonant (e.g. ck, ph) blends phonemes for all common, single-letter graphemes to read CCVC (e.g. blot) CVCC (e.g. list) words and applies this knowledge when reading decodable texts reads words with split digraphs (e.g. cake, blame) reads single-syllable words with taught consonant digraphs and applies this when reading decodable texts (e.g. sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) reads words with taught common vowel graphemes (e.g. ee, ea, ie, -e and including -y) and applies when reading decodable texts reads one-and two-syllable words with common suffixes (e.g. -ed, -ing, -s/es) and applies when reading decodable texts (e.g. jumping, boxes) segments and represents CCVC and CVCC words containing consonant digraphs and / or clusters of consonants (e.g. ch-o-p, w-i-sh, b-e-s-t) <p>Word recognition</p> <ul style="list-style-type: none"> reads an increasing number of taught <u>high-frequency words</u> in decodable texts and different contexts (e.g. own writing, shared reading)

Phonic knowledge and word recognition	
PKW6	<p>Phonic knowledge</p> <ul style="list-style-type: none"> • reads words with taught vowel digraphs (e.g. ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts • reads and writes common, one and two syllable words with clusters of consonants (e.g. plant, string, object) • reads two syllable words with open or long vowel sounds when reading decodable texts (e.g. label, project, even) <p>Word recognition</p> <ul style="list-style-type: none"> • reads most common <u>high-frequency words</u> (e.g. 100 or more) in continuous text
PKW7	<p>Phonic knowledge</p> <ul style="list-style-type: none"> • reads CCVCC words (e.g. trust), CCCVC words (e.g. scrap), CCCVCC words (e.g. thrust) and applies when reading <u>continuous texts</u> • reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading <u>continuous texts</u> (e.g. ir bird, er sister, ar card, ur hurt, or word) • applies common phonic generalisations when reading <u>continuous texts</u> (e.g. soft g-age; hard g-game) • says and represents the new word when asked to delete a <u>phoneme</u> within an initial blend of a single-syllable word (e.g. spat/sat) • reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. ss blossom, tt letter, zz fizzy, ff offend) • reads words with graphemes representing diphthongs when reading continuous texts (e.g. ou ground, ow cow, oi boil) <p>Word recognition</p> <ul style="list-style-type: none"> • reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies • reads <u>high-frequency words</u> within a continuous text accurately and without hesitation (see Fluency)
PKW8	<p>Phonic knowledge and word recognition</p> <ul style="list-style-type: none"> • reads less common <u>graphemes</u> that contain alternative spelling for <u>phonemes</u> (e.g. /ch/tch/j/g/) and applies when reading <u>continuous texts</u> • reads <u>multisyllabic words</u>, including those with prefixes and suffixes, and applies when reading <u>continuous texts</u> (e.g. in-, ex-, dis-, -ful, -able, -ly) • reads words with silent letters in digraphs and applies when reading <u>continuous texts</u> (e.g. kn, knot, mb lamb) • reads <u>multisyllabic words</u> with more complex letter combinations and letter clusters (e.g. -igh, right, -tion station, -ough cough)

Phonic knowledge and word recognition

PKW9	<p>Phonic knowledge and word recognition</p> <ul style="list-style-type: none">• uses grapheme-phoneme knowledge and blending skills to read <u>continuous texts</u> containing multisyllabic, complex and unfamiliar words quickly and accurately (see <i>Understanding texts, Fluency</i>)
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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*.

Some students will demonstrate the skills of the *Fluency* sub-element using augmentative and alternative communication, including digital technologies, sign language and Braille.

Level	Indicators
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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 FIY.

The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

FIY1	<ul style="list-style-type: none"> reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching reads with some intonation and expression
FIY2	<ul style="list-style-type: none"> reads decodable or familiar texts by phrasing two words at a time with some attention to expression
FIY3	<ul style="list-style-type: none"> reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see <i>Understanding texts</i>) uses punctuation cues and some intonation and expression reads accurately at an efficient pace without overt sounding and blending
FIY4	<ul style="list-style-type: none"> reads aloud a <u>predictable text</u> at a flowing pace, pausing to attend to more complex punctuation uses effective intonation, stress and expression that indicate comprehension maintains pace and accuracy when reading with an experienced reader reads without finger tracing
FIY5	<ul style="list-style-type: none"> reads aloud a range of <u>moderately complex</u> texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression varies pace according to purpose and audience reads aloud with expression that reflects the author's purpose and meaning (see <i>Understanding texts</i>)
FIY6	<ul style="list-style-type: none"> reads aloud a range of <u>complex</u> and <u>highly complex texts</u> which include <u>multisyllabic words</u> and <u>complex sentences</u> with fluency and appropriate expression

Fluency

- consistently and automatically integrates pausing, intonation, phrasing and rate

Understanding texts

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* in Appendix 1. The text complexity advice includes five levels: simple, predictable, moderately complex, complex and highly complex, 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 demonstrate the skills of the *Understanding texts* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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.</i></p> <p><i>Two pre-level 1 early communication levels are shown as ECU to describe the early development of communication skills.</i></p> <p><i>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.</i></p> <p><i>In the Understanding texts sub-element, the first indicator of each level describes the level of text complexity students are working at, providing a context for other indicators at that level.</i></p>	
ECU1a	<ul style="list-style-type: none"> shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)
ECU1b	<ul style="list-style-type: none"> responds consistently to social interactions with familiar people uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)
UnT1	<p>Comprehension</p> <ul style="list-style-type: none"> demonstrates interest in texts recognises images in texts recognises some icons or symbols from the environment (e.g. familiar logos)

Understanding texts	
	<p>Vocabulary</p> <ul style="list-style-type: none"> • names familiar objects in texts including texts in the environment (e.g. apple, table, boy) • names some familiar icons or symbols in the environment (e.g. school crossing sign)
UnT2	<p>Comprehension</p> <ul style="list-style-type: none"> • responds to texts read by a proficient reader • repeats fragments of text • invents a spoken text based on images <p>Processes</p> <ul style="list-style-type: none"> • recognises symbols and words in texts (e.g. recognises own name) • distinguishes between print and images • shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up) • imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text <p>Vocabulary</p> <ul style="list-style-type: none"> • names familiar objects in texts and adds some detail (e.g. the apple is red)
UnT3	<p>Comprehension</p> <ul style="list-style-type: none"> • listens actively and responds to a range of texts read by others • makes a simple statement about the content of a text (e.g. it was about the farm) • engages in group discussion about a text or shared learning experience • talks about images and/or some printed words in a text • answers and poses mainly literal questions about the text • infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image) <p>Processes</p> <ul style="list-style-type: none"> • follows text direction when read to by a proficient reader • locates the front and back of a book and turns pages correctly • locates the starting point for reading on a page or screen • uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts) <p>Vocabulary</p> <ul style="list-style-type: none"> • asks questions to find out meaning of unfamiliar words • uses words in discussions that have been encountered in simple texts

Understanding texts	
UnT4	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views simple texts with support from a proficient reader (see <i>Text complexity</i>) • retells a familiar story or shared learning experience • contributes to group discussion demonstrating understanding of a range of texts read by proficient readers • makes relevant comments or asks relevant questions to demonstrate understanding of a text • makes connections between texts and personal experiences <p>Processes</p> <ul style="list-style-type: none"> • uses some phonic and contextual knowledge to decode simple texts (see <i>Phonic knowledge and word recognition</i>) • decodes a few words in a text using phonic knowledge (see <i>Phonic knowledge and word recognition</i>) • identifies taught high frequency words in a text (see <i>Phonic knowledge and word recognition</i>) • demonstrates one-to-one correspondence by pointing to words in a <u>continuous text</u> or in the environment (see <i>Phonic knowledge and word recognition</i>) • tracks text left to right • uses return sweep • consistently reads left page before right page • makes predictions (e.g. uses the cover of a book or screen image to predict the content) • identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see <i>Grammar</i>) • pauses or appeals for support when meaning is disrupted • recognises sentence boundary punctuation (see <i>Punctuation</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> • demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word run in running) • recognises key content or repeated words in a simple text (see <i>Text complexity</i>)
UnT5	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views <u>simple texts</u> independently (see <i>Text complexity</i>) • locates directly stated information • recounts or describes sequenced ideas or information • identifies a clearly evident main idea in a simple text • listens to texts to engage with learning area content (e.g. a text about family histories) • reads and views the content of texts and describes new or learnt information • expresses an opinion or preference for a topic or text with a supporting reason

Understanding texts

- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see *Phonic knowledge and word recognition*) (see *Text complexity*)
- reads high frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. 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

Vocabulary

- identifies key words and the meaning they carry (e.g. nouns, verbs)
- makes plausible interpretations of the meaning of unfamiliar words
- understands simple qualifying or emotive words
- uses context to understand homonyms

UnT6

Comprehension

- reads and views simple texts and some predictable texts (see *Text complexity*)
- scans texts to locate specific information in a predictable print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in a predictable text
- identifies the purpose of predictable informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- draws inferences and explains using background knowledge or text features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares two versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. I know that insects have wings but I didn't know all insects have six legs)
- predicts the content and purpose of a text based on a range of text features

Understanding texts

	<p>Processes</p> <ul style="list-style-type: none"> • uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and predictable texts (see <i>Phonic knowledge and word recognition</i>) • 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 <i>Phonic knowledge and word recognition</i>) • identifies parts of text used to answer literal and inferential questions • uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see <i>Grammar</i>) • uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see <i>Fluency and Grammar</i>) • identifies common features in similar texts (e.g. photographs in informative texts) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses <u>morphological knowledge</u> to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless) • interprets language devices (e.g. exaggeration or repetition) • interprets simple imagery (e.g. simile, onomatopoeia) • uses context and grammar knowledge to understand unfamiliar words (e.g. the word vast in the phrase vast desert) • identifies words that state opinions (e.g. I think) • understands the use of common idiomatic or colloquial language in texts (e.g. get your head around it)
UnT7	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views <u>predictable texts</u> (see <i>Text complexity</i>) • locates information or details embedded in the text • identifies the main idea in a <u>predictable text</u> • identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry) • draws inferences and identifies supporting evidence in the text • monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs) • recognises that texts can present different points of view • distinguishes between fact and opinion in texts • compares and contrasts texts on the same topic to identify how authors represent the same ideas differently <p>Processes</p> <ul style="list-style-type: none"> • integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read predictable texts (see <i>Phonic knowledge and word recognition</i> and <i>Fluency</i>) • identifies language and text features that signal purpose in a predictable text (e.g. diagrams, dialogue)

Understanding texts

	<ul style="list-style-type: none"> uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed) navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links <p>Vocabulary</p> <ul style="list-style-type: none"> interprets creative use of <u>figurative language</u> (e.g. <u>metaphor</u>, <u>simile</u>, <u>onomatopoeia</u>) interprets unfamiliar words using grammatical knowledge, <u>morphological knowledge</u> and <u>etymological knowledge</u> describes the language and visual features of texts using <u>metalinguage</u> (e.g. grammatical terms such as cohesion, tense, noun groups) recognises how synonyms are used to enhance a text (e.g. transport, carry, transfer) draws on knowledge of word origin to work out meaning of discipline-specific terms (e.g. universe) recognises how evaluative and modal words are used to influence the reader (e.g. important, should, dirty)
UnT8	<p>Comprehension</p> <ul style="list-style-type: none"> reads and views some moderately complex texts (see <i>Text complexity</i>) accurately retells a text including most relevant details identifies main idea and related or supporting ideas in moderately complex texts (see <i>Text complexity</i>) evaluates the accuracy within and across texts on the same topic explains how authors use evidence and supporting detail to build and verify ideas draws inferences and verifies using textual evidence <p>Processes</p> <ul style="list-style-type: none"> monitors reading for meaning using grammatical and contextual knowledge (see <i>Fluency</i>) explains how textual features support the text's purpose identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented) predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative drawing on understanding of the textual features in the previous chapters) uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.) uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as however, on the other hand) (see <i>Grammar</i>) uses knowledge of the features and conventions of the type of text to build meaning (e.g. 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

Understanding texts	
	<ul style="list-style-type: none"> • skims and scans texts for key words to track the development of ideas • uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses knowledge of prefixes and suffixes to read and interpret unfamiliar words • identifies how technical and discipline-specific words develop meaning in texts • analyses the effect of antonyms, synonyms and idiomatic language • understands precise meaning of words with similar connotations (e.g. generous, kind-hearted, charitable)
UnT9	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views <u>complex texts</u> (see <i>Text complexity</i>) • identifies the main themes or concepts in <u>complex texts</u> by synthesising key ideas or information • summarises the text identifying key details only • draws inferences, synthesising clues and evidence across a text • builds meaning by actively linking ideas from a number of texts or a range of digital sources • distils information from a number of texts according to task and purpose (e.g. uses graphic organisers) • identifies different interpretations of the text citing evidence from a text • evaluates text features for relevance to purpose and audience • analyses texts which have more than one purpose and explains how parts of the text support a particular purpose • analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts) • identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content) <p>Processes</p> <ul style="list-style-type: none"> • uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning • uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see <i>Grammar</i>) • selects reading/viewing strategies appropriate to reading purpose (e.g. scans text for evidence) • judiciously selects texts for learning area tasks and purposes <p>Vocabulary</p> <ul style="list-style-type: none"> • identifies language used to create tone or atmosphere • analyses language and visual features in texts using <u>metalinguage</u> (e.g. cohesion, interpretation, figurative) • applies knowledge of <u>root words</u> and <u>word origins</u> to understand the meaning of unfamiliar, discipline-specific words

Understanding texts	
	<ul style="list-style-type: none"> • uses a range of context and grammatical cues to understand unfamiliar words • interprets complex figurative language (e.g. euphemisms, hyperbole)
UnT10	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views <u>complex</u> or some <u>highly complex texts</u> (see <i>Text complexity</i>) • interprets abstract concepts integrating complex ideas • analyses how text features are used to support or conflate the point of view in the text (e.g. the strategic use of images such as a cartoon in an editorial) • draws inferences using evidence from the text and discounting possible inferences that are not supported by the text • applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience • evaluates the reasoning and evidence in a persuasive text • explains how context (e.g. time, place, situation) influences interpretations of a text • analyses the author’s perspectives in <u>complex</u> or some <u>highly complex texts</u> • analyses the techniques authors use to position readers • recognises when ideas or evidence have been omitted from a text to position the reader <p>Processes</p> <ul style="list-style-type: none"> • integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning • describes how sophisticated <u>cohesive devices</u> establish patterns of meaning (e.g. class – subclass) • navigates extended texts including complex digital texts <p>Vocabulary</p> <ul style="list-style-type: none"> • demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. frustrated, discouraged, baffled) • verifies interpretations of unfamiliar words using grammatical and contextual cues
UnT11	<p>Comprehension</p> <ul style="list-style-type: none"> • reads and views <u>highly complex texts</u> (see <i>Text complexity</i>) • interprets <u>symbolism</u> in texts, providing evidence to justify interpretation • judiciously selects and synthesises evidence from multiple texts to support ideas and arguments • analyses the credibility and validity of primary and secondary sources • evaluates the use of devices such as analogy, irony, rhetoric and satire and how they contribute to author’s individual style • analyses the cumulative impact of use of language features and vocabulary across texts

Understanding texts

- explains assumptions, beliefs and implicit values in texts (e.g. economic growth is always desirable)
- evaluates the social, moral and ethical positions taken in texts

Processes

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

Vocabulary

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

WRITING

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. This sub-element is organised into three subheadings: crafting ideas, text forms and features and vocabulary.

At the early levels, students experiment with the use of letters and words to convey meaning. The focus moves to the control of the basic conventions of writing, as students begin to explore the features of texts for a 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 categories (e.g. informative, persuasive and imaginative) to show how language and text structures change for different writing purposes. This aligns with the Australian Curriculum: English, which identifies the same three broad categories for writing.

Informative texts can be used to explain how or why something works or happens, report findings, research a topic, tell how to do something, analyse a problem, recount an event or describe factually. Persuasive texts can be used to argue a point of view, discuss an issue, respond to a text or work of art and analyse or evaluate a text or idea. Imaginative texts can be used to entertain, provide an aesthetic or emotional response, recount using literary language, describe creatively and narrate a story. 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 text categories. Students' texts may include components of print, image, sound, animated movements 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.

Some students will demonstrate the skills of the *Creating texts* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

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

Creating texts	
Level	Indicators
<p>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.</p> <p>Two pre-level 1 early communication levels are shown as ECC to describe the early development of communication skills.</p> <p>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.</p> <p>In the Creating texts sub-element, the first indicator of each level describes the level of text complexity students are working at, providing a context for other indicators at that level.</p>	
ECC1a	<ul style="list-style-type: none"> uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment (e.g. touches a target object in response to a question or directive)
ECC1b	<ul style="list-style-type: none"> uses conventional behaviours or concrete symbols to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations)
CrT1	<p>Crafting ideas</p> <ul style="list-style-type: none"> conveys messages through actions or talk (see <i>Speaking</i>) shares ideas using icons and images acts out texts through play observes others writing with interest and attention (e.g. asks what the writing is for and what it says) (see <i>Speaking</i>) <p>Text forms and features</p> <ul style="list-style-type: none"> intentionally creates letter-like shapes or strings, experimenting with forms and shapes (e.g. horizontal and vertical lines, and/or circular shapes) draws pictures and shapes to make meaning asks about words used in the environment (e.g. signs, labels, titles, names, captions)
CrT2	<p>Crafting ideas</p> <ul style="list-style-type: none"> composes emergent texts for specific purposes (e.g. creates a birthday card) articulates or draws ideas for writing (see <i>Speaking</i>) dictates a text to a scribe differentiates between drawing and writing describes reasons for writing assigns messages to own texts (e.g. 'reads' back own play writing, but with varying meanings)

Creating texts	
	<p>Text forms and features</p> <ul style="list-style-type: none"> • writes some recognisable letters (e.g. one or two letters of own name) • identifies symbols/letters and words written or drawn with prompting (see <i>Phonic knowledge and word recognition</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> • searches for and sometimes copies words of personal significance found in written texts or in the environment
CrT3	<p>Crafting ideas</p> <ul style="list-style-type: none"> • expresses an idea drawing on familiar experiences and topics using attempted words and pictures • assigns message to own texts 'reading back' own attempts at writing • writes attempted words in a logical sequence <p>Text forms and features</p> <ul style="list-style-type: none"> • writes a few words correctly • writes from left to right • writes letters to represent words (see <i>Phonic knowledge and word recognition</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> • writes own name and other personally significant words (e.g. family names, dog, house)
CrT4	<p>Crafting ideas</p> <ul style="list-style-type: none"> • includes one or more ideas which are not necessarily related, using sentence fragments (e.g. labels a drawing) • explains the purpose and audience of familiar imaginative and informative texts • creates short texts in different forms such as a simple recount • combines visuals with written text where appropriate • reads back own writing word by word • talks about own text and describes subject matter and images <p>Text forms and features</p> <ul style="list-style-type: none"> • writes some appropriate letter combinations to represent less familiar words (see <i>Spelling and Phonic knowledge and word recognition</i>) • writes with noun-verb agreement (e.g. I am), articles (e.g. a man) and personal pronouns (e.g. my mum) (see <i>Grammar</i>) • writes from left to right using spaces between attempted words • uses basic noun groups (e.g. my house) (see <i>Grammar</i>) • uses some sentence punctuation (e.g. capital letters at the beginning of a text) <p>Vocabulary</p> <ul style="list-style-type: none"> • writes simple familiar words (e.g. saw, food, they) • includes some learning area vocabulary in own texts (e.g. season)

Creating texts	
	<ul style="list-style-type: none"> • uses taught high frequency words
CrT5	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates a text including two or three related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions • includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place) • creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline) <p>Text forms and features</p> <ul style="list-style-type: none"> • writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. we visited my aunty's house last week) • writes compound sentences using common conjunctions (e.g. my house is big but the garden is small) • makes plausible attempts to write unfamiliar words phonetically (e.g. enjn for engine) (see <i>Spelling</i>) • uses capital letters correctly to indicate proper nouns (see <i>Punctuation</i>) • uses capital letters at the start and full stops at the end of sentences (see <i>Punctuation</i>) • spells some high-frequency words correctly (see <i>Spelling</i>) • uses appropriate key words to represent simple concepts (e.g. aunty, sister, cousin in a text about family) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses <u>adjectives</u> to add meaning by describing qualities or features (e.g. small, long, red) (see <i>Grammar</i>) • uses words in own writing adopted from other writers • uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as 'very')
CrT6	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic • includes four or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or two facts; states an opinion with a reason; gives a recount of an event) • includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative) • writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic) • selects and discards ideas to make texts suitable for familiar audiences and purposes

Creating texts

	<p>Text forms and features</p> <ul style="list-style-type: none"> • writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. and, but, so, because, when) (see <i>Grammar</i>) • maintains tense within a sentence (see <i>Grammar</i>) • selects images to complement writing • spells many high-frequency words correctly (see <i>Spelling</i>) • uses sentence punctuation correctly (e.g. !, ?) (see <i>Punctuation</i>) • uses noun groups to add detail (e.g. the tomato plant in the pot) (see <i>Grammar</i>) • uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives • uses adverbs to give precise meaning to verbs (e.g. talking loudly) (see <i>Grammar</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> • uses a range of qualifying words (e.g. every day; action movie) • selects more specific adjectives (e.g. giant for tall; golden for yellow) • uses learning area topic vocabulary (e.g. natural) • uses common homophones correctly (e.g. two, too, to) • uses common idiomatic and colloquial phrases (e.g. a piece of cake)
CrT7	<p>Crafting ideas</p> <ul style="list-style-type: none"> • creates informative, imaginative and persuasive texts for a range of learning area purposes, such as to recount a sequence of events; to describe a person, thing or process; to explain a process; to argue with evidence or reasons; to express emotions • includes learnt ideas on a range of topics from learning areas • stages text using typical or familiar features such as an introduction and body paragraphs • supports ideas with some detail and elaboration (e.g. expands on a topic sentence by adding more details in following sentences) • uses sources to support ideas (e.g. introduces ideas from a shared text to add detail and engage the reader) <p>Text forms and features</p> <ul style="list-style-type: none"> • writes a range of compound and <u>complex sentences</u> (see <i>Grammar</i>) • uses pronouns correctly to link to an object or person across the text (see <i>Grammar</i>) • uses images to reinforce ideas in written text • maintains consistent tense within and between sentences (see <i>Grammar</i>) • groups sentences on related ideas into simple paragraphs • uses cohesive vocabulary to indicate order, cause and effect (e.g. uses text connectives such as next, since) • correctly spells some words with irregular spelling patterns (e.g. cough) (see <i>Spelling</i>) • applies learnt spelling generalisations

Creating texts

- accurately spells high-frequency words (see *Spelling*)
- consistently uses correct simple punctuation (e.g. uses commas in a list) (see *Punctuation*)

Vocabulary

- uses expressive words to describe action and affect the reader (e.g. tiptoed, instead of walked)
- uses creative wordplay to affect the reader (e.g. repetition, alliteration)
- uses synonyms to replace common and generic words and avoid repetition across a text (e.g. thrilled for excited)
- uses a range of learning area topic words (e.g. environment, equipment)

	Informative text indicators	Persuasive text indicators	Imaginative text indicators
CrT8	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork) includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least two body paragraphs includes ideas which are relevant to the topic and purpose of the text organises information into paragraphs to support the reader includes a relevant graphic to support the reader (e.g. diagram or photo) <p>Text forms and features</p> <ul style="list-style-type: none"> uses <u>cohesive devices</u> to signpost sections of text (e.g. uses text connectives such as finally, as a result, in addition) uses present or timeless present tense consistently throughout text (e.g. bears hibernate in winter) (see <i>Grammar</i>) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign) includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion presents a position and supports it with one or a few simply stated arguments includes arguments and ideas which are relevant to the purpose of the text organises arguments into paragraphs to support the reader concludes by restating <p>Text forms and features</p> <ul style="list-style-type: none"> uses <u>cohesive devices</u> to link points in an argument (e.g. uses text connectives such as however, on the other hand) uses some rhetorical devices such as repetition 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts for a broader range of learning area purposes (e.g. narrates a historical event) includes structural features appropriate to the type of text such as orientation, complication and resolution includes ideas which are relevant to the purpose of the text (e.g. includes ideas to develop simple narrative theme of good and evil) organises events into a sequence with a predictable ending <p>Text forms and features</p> <ul style="list-style-type: none"> uses <u>cohesive devices</u> to link ideas (e.g. uses word associations such as repetition, synonyms and antonyms) uses pronouns to track multiple characters (e.g. Peter and Leanne ... he ... they ... she ... them) maintains a point of view (e.g. writes predominantly in first person) uses <u>complex noun group</u> adjectives to create more accurate

	<ul style="list-style-type: none"> selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images) uses <u>adjectives</u> to create more accurate description (e.g. the warm-blooded mammal) (see <i>Grammar</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of technical and subject specific words to add detail and authority to information (e.g. hibernate instead of sleep) 	<ul style="list-style-type: none"> uses <u>adjectives</u> to persuade (e.g. dangerous behaviour) uses simple modal verbs and adverbs (e.g. should, will, quickly) selects <u>visual and audio</u> features to expand argument in written texts (e.g. images, music) uses inclusive language (e.g. we cannot allow this to happen) <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words to add credibility to arguments 	<p>description (e.g. that tangy, lemon-scented aroma)</p> <ul style="list-style-type: none"> selects <u>visual and audio</u> features to expand ideas in written texts (e.g. matches images to points in a text) uses simple <u>figurative devices</u> (e.g. simile) <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt topic words and words from other authors
CrT8	<p>Generic indicators</p> <ul style="list-style-type: none"> uses tense with variable accuracy throughout the text (see <i>Grammar</i>) consistently writes sentences correctly and uses a greater range of <u>complex sentences</u> (see <i>Grammar</i>) uses a variety of sentence structures and sentence beginnings spells some complex words with complex letter patterns correctly (e.g. correctly adds prefixes and suffixes to base words) (see <i>Spelling</i>) uses all sentence punctuation, simple punctuation and some complex punctuation correctly (e.g. uses commas to separate clauses) (see <i>Punctuation</i>) uses articles accurately (e.g. a, an, the) (see <i>Grammar</i>) uses adverbial phrases to support the staging of the text (e.g. before lunch, after midnight) 		
CrT9	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts that describe, explain and document (e.g. describe an artwork, document) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts that take a position and supports it with arguments (e.g. examines the 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts that experiment with textual features (e.g. reinterprets or creates

	<p>the materials and explain why it was created)</p> <ul style="list-style-type: none"> • selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes) • orients the reader to the topic or concept using a definition or classification • develops ideas with details and examples • uses ideas derived from research • uses written and visual supporting evidence <p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms) • uses cohesive devices to express cause and effect (e.g. uses text connectives such as therefore, subsequently) • includes salient <u>visual and audio</u> features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data) 	<p>benefits of physical activity to health and wellbeing)</p> <ul style="list-style-type: none"> • selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position) • includes two or more elaborated arguments • develops a clear persuasive line through inclusion of a number of arguments with supporting points • orients the reader to the persuasive premise of the text • concludes by synthesising the arguments <p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as therefore, furthermore) • includes salient <u>visual and audio</u> features to complement written ideas • uses vocabulary to position the reader (e.g. precise nouns and <u>adjectives</u>) • uses a broader range of modal verbs and adverbs (e.g. definitely) 	<p>alternative versions of songs or stories)</p> <ul style="list-style-type: none"> • selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication) • uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism) • uses actions and events to develop the character • orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion) • creates a cohesive text by integrating narrative elements (e.g. character, setting and events) <p>Text forms and features</p> <ul style="list-style-type: none"> • uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms) • includes salient <u>visual and audio</u> features to enhance the text • intentionally tightens a text by leaving out words that can be readily inferred from the context
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	<ul style="list-style-type: none"> uses language to compare (e.g. alternatively, whereas) uses formatting appropriately to reference and label graphics <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of learnt, technical and discipline-specific terms (e.g. adapt, survive) uses more sophisticated words to express cause and effect (e.g. therefore, subsequently) 	<p>Vocabulary</p> <ul style="list-style-type: none"> uses words to express cause and effect (e.g. consequently, thus) selects vocabulary to persuade (e.g. uses words to introduce an argument such as obviously) uses technical and topic specific words to add authority (e.g. innovative design, solution) 	<p>(e.g. Kokou must be hungry. But he was not [hungry])</p> <ul style="list-style-type: none"> selects a point of view appropriate to the purpose and audience uses figurative devices such as personification and metaphor (e.g. the fairy lights danced along the street) <p>Vocabulary</p> <ul style="list-style-type: none"> uses vivid and less predictable vocabulary to affect the reader (e.g. stroll, prowl for walk) uses words to create imagery (e.g. the wind whistled and swirled around her) uses vocabulary to evoke humour (e.g. <u>pun</u>)
CrT9	<p>Generic indicators</p> <ul style="list-style-type: none"> maintains appropriate tense throughout the text (see <i>Grammar</i>) uses a range of sentences including correctly structured <u>complex sentences</u> (see <i>Grammar</i>) spells simple, most complex and some challenging words correctly (see <i>Spelling</i>) uses all simple and complex punctuation correctly (e.g. semi colons) apostrophes of possession) (see <i>Punctuation</i>) writes cohesive paragraphs that develop one main idea 		
CrT10	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates persuasive texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates imaginative texts with less predictable features to emotionally and intellectually engage the reader

	<ul style="list-style-type: none"> creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals) orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph) intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas) uses evidence and research including <u>digital</u> resources to expand upon information and elaborate concepts <p>Text forms and features</p> <ul style="list-style-type: none"> varies sentence structure for effect (see <i>Grammar</i>) judiciously uses language, visual and audio features to emotionally or intellectually affect the reader uses more elaborate <u>noun groups</u> that include classifying <u>adjectives</u> and specific nouns (e.g. mineral component of sedimentary rocks) creates cohesive flow by condensing previous information into a summarising noun (e.g. a series of tumultuous events) 	<ul style="list-style-type: none"> includes persuasive points with effective elaborations and supporting evidence intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates) includes counter argument or refutation if appropriate uses evidence and research including digital resources to expand upon information and elaborate concepts <p>Text forms and features</p> <ul style="list-style-type: none"> uses <u>rhetorical devices</u> such as rhetorical questions varies sentence structure for effect (see <i>Grammar</i>) judiciously uses language, visual and audio features to emotionally or intellectually affect the audience skilfully uses a range of cohesive devices to make connections between arguments (e.g. foreshadows key points in introduction and reinforces key points in topic sentences) judiciously selects evidence and language to strengthen arguments 	<p>(e.g. writes to convey character perspective)</p> <ul style="list-style-type: none"> includes relevant, rich, evocative description uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere intentionally selects structural features (e.g. includes an unpredictable ending or circular plot) generates, selects and crafts ideas to support a theme selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional perspective on a real event) <p>Text forms and features</p> <ul style="list-style-type: none"> uses language features to engage reader (e.g. uses sensory imagery to build atmosphere) uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor) includes visual and audio resources to evoke mood or atmosphere of text
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	<p>culminated in the outbreak of WWI - modern history's turning point)</p> <ul style="list-style-type: none"> uses passive voice and nominalisation to write succinctly (e.g. the results were analysed) (see <i>Grammar</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> uses discipline-specific terminology to provide accurate and explicit information (e.g. discipline <u>metalanguage</u>) uses a range of synonyms for frequently occurring words, in a longer text (e.g. repair, fix, remedy) uses vocabulary to indicate and describe relationships (e.g. additionally, similarly) 	<ul style="list-style-type: none"> uses passive voice and nominalisation strategically to avoid stating the actor in the sentence (e.g. an expectation of failure became common) <p>Vocabulary</p> <ul style="list-style-type: none"> uses a range of synonyms for frequently occurring words, in a longer text (e.g. impact, consequence, result) uses topic-specific vocabulary to add credibility and weight to arguments (e.g. cadence, interplanetary, silt) uses language that evokes an emotional response (e.g. although they faced relentless opposition, the netballers triumphed) uses words that create connotations (e.g. miserly, frugal) 	<ul style="list-style-type: none"> varies sentence structure for effect (see <i>Grammar</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> uses words that create connotations (e.g. startled, dismayed) uses language that evokes an emotional response (e.g. a piercing scream echoed through the valley)
CrT10	<p>Generic indicators</p> <ul style="list-style-type: none"> organises related information and ideas into paragraphs/sections uses a range of complex punctuation flexibly and correctly to pace and control the reading of a text (see Punctuation) spells complex and most challenging words correctly (see <i>Spelling</i>) uses a range of sentence types for effect 		

CrT11	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion /summation) creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source) uses evidence and references creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts <p>Text forms and features</p> <ul style="list-style-type: none"> maintains tone appropriate to the audience uses extended <u>noun groups</u> including adjectival phrases (e.g. a sturdy construction with modern design features) (see Grammar) 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates sustained, robust arguments on complex learning area topics (e.g. should bushrangers be afforded hero status?) uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent summation or call to action) uses citation and referencing from authoritative sources anticipates reader knowledge and possible bias and accommodates these in development of arguments (e.g. you may have thought that ...) positions the reader effectively by providing a clear thesis and relevant context (e.g. by previewing the arguments) strategically selects <u>visual and audio</u> resources to position the reader/viewer (e.g. a video clip of an authoritative source) <p>Text forms and features</p> <ul style="list-style-type: none"> uses sophisticated evaluative language devices such as allusion, evocative vocabulary and extended <u>metaphor</u> 	<p>Crafting ideas</p> <ul style="list-style-type: none"> creates sustained texts that develop more abstract themes or concepts in imaginative ways uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow) develops an imaginative text around a theme or social issue <p>Text forms and features</p> <ul style="list-style-type: none"> uses stylistic features for effect (e.g. narrates from an omniscient point of view) uses recurring imagery for cohesion uses language to create humour (e.g. irony, satire) uses complementary noun and verb groups (e.g. through narrowed eyes she scrutinised the haggard face) (see <i>Grammar</i>) <p>Vocabulary</p> <ul style="list-style-type: none"> uses vocabulary for precision (e.g. shrouded for covered) uses figurative language to create subtle and complex meaning (e.g. offering a silent prayer to the deaf sky)
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	Vocabulary <ul style="list-style-type: none"> uses complex abstractions (e.g. economic, sociocultural) 	Vocabulary <ul style="list-style-type: none"> uses vocabulary for precision (e.g. the underwhelming performance of the opening batsmen) 	
CrT11	Generic indicators <ul style="list-style-type: none"> spells a range of challenging words correctly (see <i>Spelling</i>) 		

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 choices at the level of the whole text, the sentence and the word group level.

Grammatical inaccuracies often appear in students' work in response to increasing text and task complexity. These inaccuracies provide evidence of developing proficiency from informal spoken language to more formal written texts.

Some students will demonstrate the skills of the *Grammar* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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.</i></p> <p><i>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.</i></p>	
GrA1	<p>Group and word level</p> <ul style="list-style-type: none"> represents people, animals, places and things using words or phrases such as nouns or basic <u>noun groups</u> as labels (e.g. my house)
GrA2	<p>Whole text level</p> <ul style="list-style-type: none"> writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (e.g. I play soccer) <p>Group and word level</p> <ul style="list-style-type: none"> uses regular plural nouns correctly (e.g. dog, dogs) represents processes using a small range of verbs (e.g. relating verbs – is, are; action verbs – ran) writes common prepositional phrases to indicate time and place (e.g. in the morning, to the shops) <p>Grammatical accuracy</p> <ul style="list-style-type: none"> writes sentence fragments (e.g. me and my dog) with inconsistencies in subject-verb agreement (e.g. he play)
GrA3	<p>Whole text level</p> <ul style="list-style-type: none"> sequences sentences to reflect a logical flow of ideas uses common cohesive devices such as simple pronoun reference when the referent is close to the <u>pronoun</u> (e.g. I have a bird. It can talk.) uses basic text <u>connectives</u> repetitively (e.g. and, then)

Grammar	
	<p>Sentence level</p> <ul style="list-style-type: none"> writes coherent <u>simple sentences</u> to express an idea or event <p>Group and word level</p> <ul style="list-style-type: none"> uses pronouns to represent participants (e.g. she, we, them) uses a small range of <u>adjectives</u> to build description in <u>basic noun groups</u> (e.g. the little dog) uses common and <u>proper nouns</u> uses single verbs or simple verb groups with subject-verb agreement (e.g. they are playing) uses predominantly simple present, continuous and past tense to represent processes (e.g. I play, I am playing, I played) <p>Grammatical accuracy</p> <ul style="list-style-type: none"> uses articles a, an and the with varying accuracy (e.g. a dog, a apple) writes comprehensible sentences that contain some misuse of <u>prepositions</u> (e.g. mine is different than/then yours), <u>pronouns</u> (e.g. me and him went swimming) and <u>adverbs</u> (e.g. we walked quick)
GrA4	<p>Whole text level</p> <ul style="list-style-type: none"> uses time connectives to sequence ideas and events (e.g. first, then, next, after) groups related ideas into paragraphs <p>Sentence level</p> <ul style="list-style-type: none"> writes <u>simple sentences</u> correctly writes <u>compound sentences</u> to make connections between ideas using coordinating conjunctions (e.g. and, but, so) <p>Group and word level</p> <ul style="list-style-type: none"> uses simple adverbials to give details such as time, place and manner (e.g. in the afternoon, nearby, quickly) uses simple present, past and future <u>tenses</u> accurately to represent processes uses <u>adjectives</u> in noun groups to build more accurate descriptions of participants (e.g. the spotted dog) uses a broader range of <u>prepositions</u> to indicate direction or position (e.g. across, towards, through) uses articles accurately (e.g. a, an, the) <p>Grammatical accuracy</p> <ul style="list-style-type: none"> writes comprehensible sentences that may contain inaccuracies such as misuse of <u>prepositions</u> (e.g. they should of waited) and past tense irregular verbs (e.g. he goed to the shop)

Grammar

GrA5	<p>Whole text level</p> <ul style="list-style-type: none"> uses <u>cohesive devices</u> (e.g. <u>word groups</u> – repetition, <u>synonyms</u> and <u>antonyms</u>; <u>signposting devices</u> – headings and subheadings; text connectives – however, on the other hand, therefore) uses determiners to support cohesion (e.g. this hat, those apples) uses well-structured paragraphs with topic sentences <p>Sentence level</p> <ul style="list-style-type: none"> writes <u>simple</u> and <u>compound sentences</u> correctly including a range of sentence types (e.g. command, question, exclamation) writes <u>complex sentences</u> using <u>conjunctions</u> (e.g. when, because) <p>Group and word level</p> <ul style="list-style-type: none"> uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction) employs a range of <u>tenses</u> to represent processes maintains subject-verb agreement in simple and compound sentences uses <u>adjectives</u> in noun groups to include details of participants, give opinion and classify (e.g. 'that crazy, little cattle dog') uses adverbials to present more surrounding details for time, place, manner and reason <p>Grammatical accuracy</p> <ul style="list-style-type: none"> writes generally accurate <u>simple, compound and complex sentences</u> with few run-on sentences and <u>dangling clauses</u> (e.g. Because he was afraid.)
GrA6	<p>Whole text level</p> <ul style="list-style-type: none"> uses <u>cohesive devices</u> to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion) <p>Sentence level</p> <ul style="list-style-type: none"> selects <u>simple, compound and complex sentences</u> to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect uses <u>subordinating conjunctions</u> (e.g. 'even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead.') <p>Group and word level</p> <ul style="list-style-type: none"> uses an extended range of <u>verbs</u> and <u>verb groups</u> for a particular effect (e.g. <u>characterisation</u> - howls, was trembling; and expressing causality – results in) adjusts <u>tense</u> in a text if required (e.g. uses simple present tense to represent 'timeless' happenings (e.g. bears hibernate in winter) and

Grammar	
	<p>uses continuous present tense when referring to an ongoing event (e.g. bears are becoming extinct)</p> <ul style="list-style-type: none"> • creates <u>elaborated noun groups</u> to build richer description by extending the noun group (e.g. that crazy, little cattle dog, with the crooked tail, that ran away last week) • uses possessive pronouns (e.g. his, hers, theirs) and relative pronouns (e.g. who, which, whom) • uses <u>adverbials</u> to represent a greater range of circumstances (e.g. time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors) <p>Grammatical accuracy</p> <ul style="list-style-type: none"> • makes few grammatical errors, such as inappropriate tense selections or lack of agreement between <u>subject</u> and <u>verb</u>
GrA7	<p>Whole text level</p> <ul style="list-style-type: none"> • uses a wide range of <u>cohesive devices</u> such as <u>text connectives</u> that link sentences and paragraphs, and patterns of meaning (e.g. part–whole, class–subclass, compare–contrast, cause and effect) <p>Sentence level</p> <ul style="list-style-type: none"> • crafts both <u>compact and lengthy sentences</u> with challenging structures, such as <u>embedded/relative clauses</u>, <u>non-finite clauses</u>, <u>interrupting clauses</u>, <u>nominalisations</u>, <u>passive voice</u> • makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession <p>Group and word level</p> <ul style="list-style-type: none"> • presents <u>elaborated verb groups</u> that capture nuances and complex expressions of time and probability (e.g. he was thought to have been arriving late; the errors could be attributed to faulty equipment) • selects from succinct <u>noun groups</u> through to highly <u>elaborated noun groups</u> for effect, clarity or complexity of description • uses <u>nominalisations</u> to create concise <u>noun groups</u> • intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. with whom? to what extent? how much? in what role? by what means? in what manner? compared to what?) • maintains subject-verb agreement in complex sentences <p>Grammatical accuracy</p> <ul style="list-style-type: none"> • writes well-structured texts, rarely making grammatical errors

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.

Some students will demonstrate the skills of the *Punctuation* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
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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 PuN.

The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

PuN1	<ul style="list-style-type: none"> identifies capital letters in familiar words (e.g. identifies capital letter in own name) identifies full stops
PuN2	<ul style="list-style-type: none"> writes basic sentence boundary punctuation (e.g. capital letter at beginning, full stop at end) names and explains the purpose of basic boundary punctuation writes capital letters for some <u>proper nouns</u>
PuN3	<ul style="list-style-type: none"> uses sentence boundary punctuation including question marks or exclamation marks consistently writes capitals appropriately for names of people and days of the week
PuN4	<ul style="list-style-type: none"> uses commas in lists of nouns (e.g. add the sugar, lemon, water and juice) uses apostrophes for regular single <u>possessives</u> (e.g. girl's) capitalises key events, geographic names, titles (e.g. Easter, Sydney, Ms)
PuN5	<ul style="list-style-type: none"> uses quotation marks for simple dialogue (e.g. 'I can't see it,' he said.) uses apostrophes for plural <u>possessives</u> (e.g. planes' wings) follows conventions of use of capitals in headings
PuN6	<ul style="list-style-type: none"> writes commas to separate <u>clauses</u> where appropriate punctuates more complex dialogue correctly (e.g. '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 style="list-style-type: none"> uses complex punctuation conventions (e.g. colons, semicolons, brackets)

Punctuation	
	<ul style="list-style-type: none">• uses punctuation conventions for quotations and referencing
PuN8	<ul style="list-style-type: none">• uses punctuation to clarify meaning in complex sentences, drawing on their knowledge of sentence structure (e.g. commas before introductory words, phrases or clauses; semicolons; colons; and dashes) (see Grammar)

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 knowledge 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 affects meaning.

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

Some students will demonstrate the skills of the *Spelling* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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.</i></p> <p><i>The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.</i></p>	
SpG1	<ul style="list-style-type: none"> writes letters to represent words spells own name
SpG2	<ul style="list-style-type: none"> explains that words can be represented with letters experiments with writing letters and words
SpG3	<ul style="list-style-type: none"> writes letters of the alphabet and says a common corresponding <u>phoneme</u> (sound) writes letters to correspond to a given <u>phoneme</u> (sound)
SpG4	<ul style="list-style-type: none"> writes letters to represent the dominant or first <u>phonemes</u> in words, when attempting to spell words (e.g. d for dog) writes some appropriate letters in sequence to represent words (e.g. bis for because) writes correctly some common one-syllable words with common phoneme/grapheme correspondences (e.g. am) uses onset and rime to spell words (e.g. p-at) writes correctly some common <u>high-frequency words</u> with uncommon phoneme/grapheme correspondences (e.g. was)
SpG5	<ul style="list-style-type: none"> uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words represents all phonemes when attempting to spell one- and two-syllable words (e.g. sista for sister) spells less familiar words using common phoneme/grapheme correspondences (e.g. spells 'some' as 'sum') writes <u>common plurals</u> formed by adding 's' correctly (e.g. cats)

Spelling	
	<ul style="list-style-type: none"> writes words with common <u>suffixes</u> that indicate tense (e.g. play, played, playing) contributes to a group discussion about word origins (e.g. bi means two in bicycle) writes a range of words from the hundred high-frequency words correctly
SpG6	<ul style="list-style-type: none"> exchanges one letter in a word to make a new word (e.g. fan, tan, tap) writes two-letter <u>consonant blends</u> in words correctly (e.g. sl in slip) writes <u>common plurals</u> formed with adding 'es' correctly (e.g. boxes) writes words with consonants doubled after a <u>short vowel</u> (e.g. shopping) recognises some spelling errors using visual, phonic and morphemic knowledge spells simple words with split digraph correctly (e.g. blame, tide) spells common words with simple vowel digraphs (e.g. tree, tail) writes simple contractions (e.g. I'm, isn't)
SpG7	<ul style="list-style-type: none"> uses <u>morphemic word families</u> to spell words (e.g. small, smaller) writes more difficult, unfamiliar words phonetically, with all <u>phonemes</u> represented (e.g. enjin for engine) spells words with learnt <u>consonant digraphs</u> (e.g. sheep, tooth) spells multisyllabic words with learnt long vowel <u>phonemes</u> (e.g. pi-lot, di-et) writes one- and two-syllable words with <u>consonant blends</u> (e.g. clapping) uses knowledge of <u>morphemes</u> to spell <u>compound words</u> with common <u>base words</u> (e.g. handbag, bedroom) uses simple dictionaries and spellcheckers
SpG8	<ul style="list-style-type: none"> uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge) writes most common and <u>high-frequency words</u> correctly writes common words with silent letters correctly (e.g. crumb, knee) writes some common <u>contractions</u> correctly (e.g. you're, won't) uses three-letter <u>consonant blends</u> in words correctly (e.g. three, string, splash) uses knowledge of <u>morphemes</u> to spell <u>compound words</u>, where the <u>base word</u> remains unchanged (e.g. grandmother) recognises spelling errors in own writing spells words with -r controlled vowel consonant digraphs (e.g. start, worm)
SpG9	<ul style="list-style-type: none"> uses learnt spelling rules and knowledge, <u>word origins</u> and generalisations to spell (e.g. phonological knowledge, <u>morphemic knowledge</u>, visual knowledge, <u>etymological knowledge</u> and <u>orthographic knowledge</u>) writes words with common <u>prefixes</u> and <u>suffixes</u> (e.g. unhappy, helpful)

Spelling	
	<ul style="list-style-type: none"> • uses some common <u>spelling generalisations</u> when attempting to spell unfamiliar words (e.g. drop e from <u>base word</u> when adding a suffix) • uses less common vowel digraphs (e.g. head, suit) • writes all common <u>contractions</u> correctly (e.g. doesn't) • spells common <u>homophones</u> according to context (e.g. hear or here their or there or they're) • uses spell check function • uses authoritative sources (e.g. dictionaries/web search to spell unfamiliar words) • identifies errors and attempts to correct spelling • writes words using diphthongs correctly (e.g. house, boil) • writes all words from the hundred high-frequency words correctly
SpG10	<ul style="list-style-type: none"> • writes words correctly which do not include common phoneme/grapheme correspondences (e.g. island) • spells less common <u>homophones</u> correctly (e.g. site, sight) • applies <u>spelling generalisations</u> when writing words • explains and uses a range of <u>morphemic word families</u> (e.g. friend, friendship, unfriendly) • uses knowledge of <u>prefixes</u> and <u>suffixes</u> to spell less common words (e.g. triangle, disagree) • explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (e.g. colour, color) • spells a range of words with less common letter groupings correctly (e.g. ion-fashion)
SpG11	<ul style="list-style-type: none"> • explains how words are spelt using morphemic, visual, phonological, etymological and orthographic knowledge • writes irregular <u>plurals</u> correctly (e.g. mice) • spells words with less common silent letters correctly (e.g. subtle, pneumonia) • explains how the spellings and meanings of some words have changed over time
SpG12	<ul style="list-style-type: none"> • uses less common prefixes and suffixes including those which require changes to the base word (e.g. glamour-glamorous, explain-explanation) • spells <u>multisyllabic words</u> including some with more complex letter patterns (e.g. democracy) • uses knowledge of Latin and Greek <u>word origins</u> to explain spelling of technical words (e.g. physical, maritime, vacuum)
SpG13	<ul style="list-style-type: none"> • uses spelling rules and generalisations, morphemic, visual, phonological, etymological and orthographic knowledge to spell unfamiliar words • spells a range of challenging words with less common letter groupings (e.g. naive, cadence)

Spelling	
	<ul style="list-style-type: none"> • spells words with less common <u>prefixes</u> and <u>suffixes</u> (e.g. im-precise, imprecise employ-ee, employee) • spells less common <u>plurals</u> (e.g. octopi) • explains how spelling can be a support to both reading and writing • explains the limitations of spell check features in digital communication • uses <u>spelling rules</u> and <u>generalisations</u>, <u>word origins</u> and visual memory to spell unfamiliar words
SpG14	<ul style="list-style-type: none"> • integrates spelling knowledge and spelling resources to spell complex, unfamiliar words (e.g. photosynthesis) • monitors spelling in own texts and makes appropriate corrections • explains how spelling is used creatively in texts for particular effects (e.g. characterisation and humour and to represent accents and styles of speech)

Handwriting and keyboarding

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.

Some students will demonstrate the skills of the *Handwriting and keyboarding* sub-element using augmentative and alternative communication, including digital technologies, sign language, Braille, real objects, photographs and pictorial representations.

Level	Indicators
<p><i>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.</i></p> <p><i>The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.</i></p>	
HwK1	<ul style="list-style-type: none"> • produces simple handwriting movements • experiments with pencils, writing implements or devices during play • writes letters which resemble standard letter formations
HwK2	<ul style="list-style-type: none"> • uses pencils or writing implements appropriately • writes or types some letters or words correctly
HwK3	<ul style="list-style-type: none"> • correctly forms most lower-case letters • correctly forms some upper-case letters • writes or types a few words • uses numeral keys
HwK4	<ul style="list-style-type: none"> • correctly forms all letters • uses spaces between handwritten words • positions letters and words on a line • demonstrates keyboarding skills by typing short letter clusters and short common words as single units (e.g. er, ing, the, my) • types using spaces between words and sentence punctuation
HwK5	<ul style="list-style-type: none"> • fluently writes clearly formed, unjoined letters • writes all letters with consistent size and spacing between words • begins to use joined letters • maintains legible handwriting throughout a text • uses some features of text editing applications • recognises and uses keys to show more complex punctuation or symbols
HwK6	<ul style="list-style-type: none"> • writes using joined letters of consistent size • slopes writing if appropriate to script

Handwriting and keyboarding	
	<ul style="list-style-type: none"> • begins to develop quick finger action when keying • fluently handwrites and types to produce a range of texts
HwK7	<ul style="list-style-type: none"> • writes with a legible, fluent, personal handwriting style • uses a range of digital applications to compose and edit • self-corrects using appropriate keyboard and screen functions
HwK8	<ul style="list-style-type: none"> • uses handwriting efficiently in formal and informal situations • demonstrates automaticity when using keyboarding and screen functions

APPENDIX 1 TEXT COMPLEXITY

Text complexity advice describes the features and scope of texts students work with in the Australian Curriculum learning areas F–10.

Throughout their school years, students will be exposed to texts with a range of complexity.

There are five levels of text complexity: simple, predictable, moderately complex, complex and highly complex. Text complexity classifications are referenced throughout the progression.

The Australian Curriculum defines text as: a means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Simple texts

Simple texts are the simplest form of continuous texts and include decodable texts¹. Simple texts include sentences which are linked to form a cohesive text.

Vocabulary

- names of familiar people, places and things
- common adjectives (e.g. red, big, happy)
- mainly generic words (e.g. cut rather than slice)
- words used reflect the most common and literal meaning of the words (e.g. sound meaning 'noise', not satisfactory)
- a few interesting words that may be new, but are easy to understand and are well supported within the text
- high-frequency words
- words that can be used as language play (e.g. rhyming words, nonsense words)

Language

- mainly simple, predictable sentences
- some compound sentences
- mainly shorter sentences: 3–10 words in length
- simple past tense or simple present tense
- simple adverbial phrases of place, time (e.g. in the playground, before lunch)
- a few simple contractions and possessives
- sentences that are questions
- simple punctuation marks (e.g. full stop, exclamation mark, comma)
- simple rhythm in language

¹ **Decodable texts** support students to practise the phonic knowledge and skills they have learned within a controlled text. A decodable text is primarily made up of words containing the phonetic code (e.g. phoneme/grapheme relationships) the student has acquired, and some high-frequency words. The use of decodable texts does not preclude the use of other types of texts to support students' development of comprehension or vocabulary skills.

Structure

- repeated or cumulative patterns
- simple chronological patterns
- images support meaning
- structure is familiar and consistent with typical structure for the type of text (e.g. imaginative texts with orientation, complication and resolution)
- simple cause-and-effect relationships
- clear signals and transitions to lead the reader through a story, process or set of concepts

Content

- ideas close to children’s experience
- content presented from a single perspective
- purpose or main idea is explicit and clear from early in the text
- one or two literal ideas explored
- simple plot
- realistic characters, settings and events
- imaginary characters, events (e.g. some containing humour)
- simply stated facts or information (e.g. The library is closed.)

Print and layout features

- read in one sitting
- font mostly large and clear
- occasional bolding of text
- some print in speech or thought bubbles
- digital texts navigable by icons with concise words to describe (e.g. print and colour, food, animals)
- illustrations/images engaging, simple and provide visual support
- some labels
- title, author, illustrator listed on front cover and title page

Predictable texts²

Vocabulary

- learning area–specific vocabulary
- large core of high-frequency words
- new or less familiar words scaffolded or supported through context
- synonyms for frequently occurring vocabulary
- descriptive language including made-up words and words that are represented playfully

Language

- a range of cohesive devices including pronouns, determiners and temporal connectives
- a range of sentences including complex sentences with dependent clauses
- simple dialogue with the speaker clearly assigned
- some poetic language (e.g. onomatopoeia, alliteration rhyme,)

² Predictable texts include decodable texts

- adverbs and prepositional phrases for circumstantial details

Structure

- mainly follows a predictable structure (e.g. a persuasive text that opens with a statement of position)
- explicit signposting using organisational markers such as paragraphs
- some less predictable elements
- little demand on a reader to reference forward or backward to comprehend the text
- clearly signalled deviations from predictable structures
- explicit and clear connections between parts of the text
- clear text purpose
- clear, logical constructs (e.g. cause-and-effect relationships or chronological relationships)
- images enhance the meaning of the text

Content

- ideas or information clearly explained and described
- levels of meaning
- some implicit or inferred meaning
- some implicit or subtle connections between events or ideas
- prior or cultural knowledge may be required to understand content (e.g. some understanding of insects to read texts on butterflies)
- obvious intertextual references (e.g. fairytales)
- low levels of abstraction
- simple elements of fantasy (e.g. anthropomorphic characters)

Print and layout features

- words with varying font sizes, colour and shape, bolding and italics
- author dedication
- end papers
- simple table of contents
- digital texts navigable by a combination of text and icons
- digital texts that contain multiple pathways to navigate the same 'page'
- some use of sidebar navigation
- images in a variety of forms, labels, captions, maps, photographs, animations
- special features that make the text interactive (e.g. flaps, buttons, sound)

Moderately complex texts

Vocabulary

- a range of synonyms and antonyms with subtle shades of meaning
- technical and learning area specific words and phrases
- words with multiple connotations /meanings
- figurative language (e.g. similes and metaphors)
- common idiomatic language (e.g. 'on thin ice')
- words that are used ironically to create humour
- occasional words from languages other than English
- words that can be understood using root words and knowledge of prefixes and suffixes (e.g. unsure, sleepily)

Language

- complex sentences with several subordinate phrases or clauses
- extended noun groups (e.g. forces of attraction and repulsion)
- rhetorical devices (e.g. metaphor and hyperbole)
- nominalisation
- tense varied within the text
- complex punctuation
- longer passages of detailed description
- modal language used to express degree of possibility, probability, obligation and permission
- conditional/concessional cohesive devices (e.g. although, instead, compared to)
- literary devices (e.g. sarcasm, irony)
- active and passive voice

Structure

- organisational markers such as subheadings, chapter headings, sidebars and breadcrumbs
- connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle
- text structure related to specific learning area (e.g. explanations and evaluative responses)
- hybrid texts
- multiple reading paths
- images supplement and extend meaning of text
- intertextuality through adaptation of structure and style

Content

- extensive descriptive detail
- multiple perspectives represented
- some abstraction of concepts
- topics or ideas presented with significant details or elaboration
- main idea or message may need to be inferred
- inferred or implicit meanings throughout text (e.g. intertextual references)
- discipline-specific content (e.g. competition among species)
- complex characters
- multiple characters
- images supplement and extend meaning of text

Print and layout features

- texts of variable length (e.g. chapter books, long illustrated texts, picture books)
- digital texts containing multiple 'pages' and links with multimodal content
- texts in a wide variety of forms (e.g. web pages, podcasts)
- sidebar and breadcrumb navigation
- acknowledgements, authors notes, index

Complex texts

Vocabulary

- some complex figurative language (e.g. euphemism and hyperbole)
- less common technical and learning area specific words and phrases
- effective imagery

- words with less common affixes, prefixes and suffixes (e.g. irresponsible, fusion)
- words from other languages
- root words that are learning area specific

Language

- complex multclause sentences as appropriate
- wide range of declarative imperative or interrogative sentences
- range of tenses used across the text
- complex punctuation used for effect (e.g. clause separation)
- more subtle modal language
- lexical cohesion across the text (herbivore, nocturnal, tree-dwelling)
- rhetorical devices (e.g. rhetorical questions)

Structure

- structural features enhance meaning and impact
- clear and sustained authorial position
- may include unique structural elements (e.g. narrative may include concurrent story lines and shifts in time)
- complex reading paths (e.g. in an extended academic text)
- a broader range of cohesive devices (e.g. word associations)

Content

- non-literal descriptive details appropriate to the purpose and audience
- main idea may be represented through multiple perspectives
- issues or themes represented with multiple and sophisticated techniques
- more complex abstract concepts
- ideas can be challenging or unconventional
- topics or ideas may be drawn from a range of sources
- well-developed and synthesised ideas
- more subtle inferences or implicit meanings

Print and layout features

- texts of variable length with some unusual features
- extended digital texts with unusual layouts and features
- less predictable navigation pathways
- visual and audio features that add subtlety to text meaning
- reference list or bibliography
- strategic use of images

Highly complex texts

Vocabulary

- words appropriated from academic context
- extensive technical and learning area-specific vocabulary (e.g. increment)
- subtle integration of figurative language, including in non-fiction texts
- subtle evaluative language reflecting author viewpoint
- vocabulary that requires use of tools such as glossaries
- words requiring sophisticated word-solving strategies
- some archaic words or phrases

Language

- multclause sentences with less common constructs
- text may include multiple voices
- dense language with extensive nominalisation
- rhetorical patterns (e.g. It is accepted that ...)
- extensive noun groups (e.g. The unexpected reaction to the presence of an acid indicates ...)
- modal nouns (e.g. assumption)
- language devices including analogy, satire and irony
- symbolism

Structure

- structural features subverted
- more than one organisational pattern in a text (e.g. conceptual, methodological)
- several levels of inferred meaning conveyed through highly sophisticated literary devices
- author's position may be disguised or subsumed
- includes citations
- extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text
- sophisticated cohesive devices (e.g. class - subclass pattern)

Content

- ideas recontextualised for different times, modes, media and cultures
- ideas with several levels of inferred meaning
- cultural, historical or literary references
- abstract ideas; obscure complex, demanding concepts
- theoretical content
- complex issues/themes (e.g. the problems of society such as racism)
- experiences portrayed are remote
- connection of ideas may be subtle
- sophisticated satire, irony and humour
- relationships among characters are complex and often embedded
- the purpose of the text is difficult to determine or deliberately disguised
- critical thinking required to judge authenticity of informative texts

Print and layout features

- extended texts with unusual text features
- collaborative information creation facility allowing the reader to contribute to the text (e.g. Wikipedia)
- visuals that refine or subvert meaning
- complex visual and audio features, including an ensemble of print, image, sound and animation
- footnotes, endnotes, references, bibliography and index.