English Progression Points: Foundation (Prep) – v8.0

Independent Schools Queensland (ISQ) has developed this version of the Progression Points to support teachers in independent schools with implementation of version 8 of the Australian Curriculum. This work has been done with support from officers at ACARA.

Teachers of Prep to Year 2 will find significant changes in English from previous versions of the Australian Curriculum – particularly with the inclusion of more specific references to phonics and phonemic awareness. Changes to the curriculum have also been made in all other year levels in both English and mathematics.

A word document version of the Progression Points is available so that teachers can rearrange the sequences of learning.

Personnel in independent schools are encouraged to consider how the Progression Points could be used to:-

* diagnose through formative assessment, the capabilities, strengths and weaknesses of individual students
* plan teaching programs to meet the needs of individuals and groups of students
* formally assess the progress of individuals and groups of students
* report to parents on the achievements of their children against the Australian Curriculum.

As with previous versions of the Progression Points, the “demonstrating” column accurately reflects the expectations of version 8 of the Australian Curriculum achievement standards – however with more detail and examples included.

ISQ welcomes any suggestions for improvement from teachers working very closely with the Progression Points.

More information

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**English progression points – Foundation (Prep) – v8.0**

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| **Foundation Year Achievement Standard****Receptive modes (listening, reading and viewing)**By the end of the Foundation year, students use predicting and questioning strategies to make meaning from texts. (ER0.1) They [recall](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recall) one or two events from texts with familiar topics. (ER0.2) They [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) that there are different types of texts and that these can have similar characteristics. (ER0.3) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) connections between texts and their personal experience. (ER0.4) They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. (ER0.5) They [recognise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Recognise) the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. (ER0.6) They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. (ER0.7) They use appropriate interaction skills to listen and [respond](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Respond) to others in a familiar environment. (ER0.8) They listen for rhyme, letter patterns and sounds in words. (ER0.9)**Productive modes (speaking, writing and creating)**Students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) that their texts can reflect their own experiences. (EP0.1) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) likes and dislikes about familiar texts, objects, characters and events. (EP0.2) In informal group and whole class settings, students communicate clearly. (EP0.3) They retell events and experiences with peers and known adults. (EP0.4) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) and use rhyme, and orally blend and segment sounds in words. (EP0.5) When writing, students use familiar words and phrases and images to convey ideas. (EP0.6) Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. (EP0.7) They correctly form known upper- and lower-case letters. (EP0.8)  |
| **Strands and content descriptions for teaching*****Modes*** | **Emerging** | **Developing** | **Demonstrating** | **Advancing**  | **Extending** |
| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| * *With explicit prompts (step-by-step oral scaffolding, reference to charts, word wall, etc)*
* *In familiar contexts*
* *Learning to follow procedures*
 | * *With prompts (oral or written questions, reference to charts, word walls, etc)*
* *In familiar contexts*
* *Attempts to explain*
 | * *Independent (with access to charts, word walls, etc.)*
* *In familiar contexts*
* *Explains basic understanding*
 | * *Independent (with access to charts, word walls, etc.)*
* *Applying in familiar contexts*
* *Explains with detail*
 | * *Independent (with access to charts, word walls, etc.)*
* *Applying in new contexts*
* *Explains with connections outside the teaching context*
 |
| **Receptive modes (listening, reading and viewing)** |
| **Relevant part of the Achievement Standard** | * **Students use predicting and questioning strategies to make meaning from texts. (ER0.1)**
* **They understand that there are different types of texts and that these can have similar characteristics. (ER0.3)**
 |
| **Language:** * Text structure and organisation

[***ACELA1430***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1430)**Literature:** * Examining literature

[***ACELT1578***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1578)[***ACELT1785***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1785)**Literacy:** * Texts in context

[***ACELY1645***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1645)* Interpreting, analysing, evaluating

[***ACELY1648***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1648)***Listening and reading*** 1 | With **explicit prompts**, students, for example:* **identify** a **small range** of familiar types of text in their environment e.g. signs, greeting cards, catalogues etc
* **select a text** appropriate to a given purpose e.g. a birthday card to give to a sister with her birthday present; a stop sign when building roads in the block area.
 | With **prompts**, students, for example:* **identify different types** of texts e.g. signs, stories, greeting cards, information books, advertisements, computer games
* **identify** what a particular text would be **use**d for e.g. a recipe helps us cook;
* **identify** what is **real** and what is **imagined** in a text
* **comment** on illustrations e.g. the giant looks fierce (in an imaginative text); that spider looks just like one in our garden (in an information text)
 | Students understand that there are different types of texts and that these can have similar characteristics. For example, they:* **identify texts** that provide **information** and texts that **entertain**
* **identify similar beginnings** in traditional stories (Long, long ago)
* **predict cumulative story lines**
* **identify the layout** in similar texts (the list of ingredients and the steps in a recipe)
* **comment on similar features** in **illustrations** in **imaginative texts** (not necessarily realistic, details giving clues about the characters and setting)
* **comment** **on similar features** in **illustration**s in **informative texts** (realistic, photographs and drawings, labels)
 | Students, for example:* **explain why** they would choose a particular text e.g. This DVD would be good for getting facts about lions; I want to make a puppet and this book will show me how; I like this story because it’s funny
* **identify words that rhyme** in poetry and find other poems and songs with rhymes
* **describe some common beginnings and endings** in traditional stories
* **describe common features** in **imaginative texts** e.g. characters and places are sometimes imagined, they tell a story; they have a beginning, middle and end, they can make us feel happy or sad or scared, illustrations help tell the story
* **describe common features** in **informative texts** e.g. sentences are about the topic; information is real; illustrations are accurate and sometimes labelled.
 | Students, for example:* explain why they would use a particular text
* **share experiences** of different texts and **describe some similarities** between them e.g. I’ve got a book at home about frogs. It’s got photographs too and it says what frogs like to eat; we borrowed *The Three Little Pigs* from the library and the story was the same. The wolf was really scary but the pigs were smarter than him.
* **explain how they know** that a particular text is an imaginative text or an information text.

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| **Relevant part of the Achievement Standard** | * **They recall one or two events from texts with familiar topics. (ER0.2)**
* **They identify connections between texts and their personal experience. (ER0.4)**
* **They use appropriate interaction skills to listen and respond to others in a familiar environment. (ER0.8)**
 |
| **Literacy:** * Interacting with others

[***ACELY1646***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1646)* Interpreting, analysing, evaluating

[***ACELY1650***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1650)***Listening and reading*** 2 & 3  | With **explicit prompts**, they: * **retell** orally **an event** described in a short text listened to or viewed
* **recall** orally **a fact** described in a short text listened to or viewed
 | With **prompts**, they * **retell** orally **one or two events** from texts with familiar topics
* **recall** orally **one or two key facts** from an informative text on a familiar topic.
 | They: * **retell one or two events** from an imaginative text on a familiar topic, providing **a little detail**
* **recall one or two key facts** from an informative text on a familiar topic, providing **a little detail**.
 | They:* **retell most main events** from short texts in **correct sequence** and with **detail**
* **recall most key facts** and **some supporting detail** from short informative texts.
 | They:* **retell all** the **main events** from short texts incorrect sequence, with supporting detail
* **recall all key facts,** with **supporting detail** from short informative texts
* **explain why** events happened**.**
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| **Literature:** * Literature and context

[***ACELT1575***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1575)* Responding to literature

[***ACELT1577***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1577)[***ACELT1783***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1783)**Literacy:** * Interacting with others

[***ACELY1646***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1646)* Interpreting, analysing, evaluating

[***ACELY1650***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1650)***Listening and reading*** 4  | With **explicit prompts**, they:* **talk** about **stories**
* **identify favourites** for re-reading
* **talk** about how they **feel** about what happens in the story
* **express personal responses** through art forms.
 | With **prompts**, they:* **talk** about **stories and illustrations**
* **identify similar experiences** in their own lives e.g. I’ve been to the beach too.
 | They:* **identify connections** between texts and their personal experience e.g. talk about people, places, events and ideas similar to those in the text.
 | They:* **provide some details** when explaining the connections between events, characters and ideas in texts and experiences in their own lives
* **talk** about **authors, illustrators and stories** they like
* **identify story tellers** in their own culture.
 | They * **provide detailed explanations** of the connections between events, characters and ideas in texts and experiences in their own lives or that they know about
* **express their opinions** about what is depicted in the text.
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| **Relevant part of the Achievement Standard** | * **They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. (ER0.5)**
* **They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. (ER0.6)**
* **They read high-frequency words and blend sounds orally to read consonant-vowel-consonant words. (ER0.7)**
 |
| **Language:** * Text structure and organisation

***[ACELA1431](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1431)******[ACELA1433](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1433)**** Expressing and developing ideas

[***ACELA1434***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1434)* Phonics and word knowledge

[***ACELA1440***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1440)[***ACELA1817***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1817)[***ACELA1818***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1818)[***ACELA1819***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1819)**Literacy:** * Texts in context

[***ACELY1645***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1645)* Interpreting, analysing, evaluating

***[ACELY1649](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1649)******Reading*** 6  | They:* read **environmental print**
* use **some concepts of print** during shared reading. e.g. holding a book the correct way up; starting from the front of a book; starting at the right place on the page; reading in the right direction; returning to the next line; matching one spoken word to one written word
* **distinguish between words and images**.
 | They:* read short (**one sentence to a page**), predictable texts with familiar vocabulary and supportive images
* use their concepts of print including **spaces between words** when reading
* recognise **a few** **familiar words** **of personal interest** in texts
* **attempt to work out words** by saying the **most common sound** represented by the **letters they know**.
 | They:* read **short**, predictable texts with familiar vocabulary and supportive images
* use their concepts of print including **capital letters and full stops** at the beginning and end of sentences when reading
* recognise a **small number of common high-frequency words** in texts e.g. I, am, look
* **use** the **sounds** represented by **most letters** to work out **simple c-v-c words .**
 | They:* read with **attempts at fluency and intonation**, short, predictable texts with familiar vocabulary and supportive images
* use their concepts of print including **font size and colour to indicate intonation** when reading
* recognise **common high-frequency words** in texts e.g. go, went, car
* **use** their knowledge of **sounds and word families** to work out **c-v-c words.**
 | They:* read with **fluency and intonation**, short, predictable texts with familiar vocabulary and supportive images
* use their concepts of print including **question marks, exclamation marks and font to indicate intonation** when reading
* recognise common high-frequency words in texts
* **use** their knowledge of **sounds and word families** to work out **more complex words** with consonant blends (tr) or two syllables (little).
 |
| **Relevant part of the Achievement Standard** | * **They recognise the letters of the English alphabet, in upper and lower case and know and use the most common sounds represented by most letters. (ER0.6)**
* **They listen for rhyme, letter patterns and sounds in words. (ER0.9)**
 |
| **Language:** * Phonics and word knowledge

[***ACELA1440***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1440)[***ACELA1817***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1817)[***ACELA1818***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1818)[***ACELA1819***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1819)***Reading*** 7a  | They:* **identify letters as distinct from words**
* identify a few **personally significant letters** by name and sound (e.g. first letter in child’s name).

With **explicit prompts**, they:* isolate, blend and manipulate phonemes in **simple c-v-c words**
 | They:* identify **some letters** of the English alphabet by name
* say the **most common sound** represented by the **letters they know**.

With **prompts**, they:* isolate, blend and manipulate phonemes in **simple c-v-c words**
 | They:* **identify the letters** of the English alphabet
* **use** the **sounds** represented by **most** letters to work out **simple c-v-c words .**

They:* isolate, blend and manipulate phonemes in **single syllable words**
 | They:* use the **sounds** represented by **all** letters
* use their knowledge of sound–letter correspondence to **identify word families** of simple c-v-c words
* **explain** how they worked out an unknown word

They:* isolate, blend and manipulate phonemes

in **multi-syllable words** | They:* use their knowledge of sound-letter correspondence to work out **more complex words** with, for example, consonant blends (pr) or two syllables (little)
* **use word families** to work out words.
* **explain** how they worked out an unknown word

They:* isolate, blend and manipulate phonemes **more complex words**
 |
| **Relevant part of the Achievement Standard** | * **Students use predicting and questioning strategies to make meaning from texts. (ER0.1)**
* **They read short, decodable and predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters and decoding and self-monitoring strategies. (ER0.5)**
 |
| **Language:** * Text structure and organisation

[***ACELA1433***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1433)**Literacy:** * Interpreting, analysing, evaluating

[***ACELY1649***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1649)***[ACELY1650](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1650)******Listening and reading*** 7b | With **explicit prompts**, they:* **predict what a book** may be **about** from the front cover title and illustration
* **answer simple oral questions** about the text e.g. who or what is the text about; what happened.
 | With **prompts**, they:* **predict what may happen** next in a story
* **use semantic knowledge** to predict an unknown word that makes sense in the context.
* **identify** **information** in the **illustrations**
* answer oral **who, what, where, when questions**
 | They * use predicting strategies e.g. **use context** to predict an event or word; **use letter-sound knowledge** to predict a word; **use illustrations** to predict an event or word
* use questioning strategies to make meaning from texts e.g. ask themselves, **Does that make sense?**
* answer oral who, what, where, when, **how questions**.
 | They:* predict events and **information** in texts **using** their **world knowledge**
* they use **semantic and** **syntactic** knowledge to predict an unknown word that makes sense in the context
* use questioning strategies e.g. ask themselves if it makes sense; **if the predicted word starts with the sound/s represented by the letters in the word**
* answer oral who, what, where, when, how, **why questions**
 | They:* predict events andinformation in texts **using** their world knowledge and **familiarity with text layout**
* they use **semantic,** **syntactic and letter-sound** knowledge to **monitor their reading and self-correct** if it does not make sense
* **ask** and answer oral who, what, where, when, how, why questions
 |
| **Relevant part of the Achievement Standard** | * **They use appropriate interaction skills to listen and respond to others in a familiar environment. (ER0.8)**
 |
| **Language:** * Language for interaction

***[ACELA1428](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1428)******[ACELA1429](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1429)*****Literacy:** * Interacting with others

***[ACELY1646](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1646)******[ACELY1784](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1784)******Listening (and speaking)***8 | With **explicit prompts**, they listen to and use appropriate language features to respond to others in a familiar environment e.g.* **respond** **to facial expressions and tone** of voice **in story telling**
* stop what they are doing to **listen to an instruction or request**
* **use appropriate voice level (**quiet ‘indoor voice’ and louder ‘outdoor voice’)
* **answer questions with one or two words**
 | With **prompts**, they listen to and use appropriate language features to respond to others in a familiar environment e.g.* **use facial expressions to convey feelings**
* respond to facial expressions and tone of voice in story telling
* **use appropriate conventions to show attentive listening** (looking at the speaker, having eye contact, if culturally appropriate)
* **listen without interrupting**
* follow **simple** instructions
* **answer questions with several words.**
 | They listen to and use appropriate language features to respond to others in a familiar environment e.g.* **respond** appropriately to peers’ and adults’ tone of voice and facial expressions in story telling and **everyday social interactions**
* **make requests** of peers and adults in appropriate ways (using respectful voices; appropriately gaining attention)
* follow simple instructions
* answer questions in **phrases or sentences**
* **use appropriate vocabulary** in the classroom.
 | They listen to and use appropriate language features to respond to others in a familiar environment e.g.* respond to and **use** appropriate tone of voice and facial expressions in **everyday social interactions** with peers and adults
* follow **two step** instructions
* **answer questions with appropriate intonation**
* **choose appropriate vocabulary for the audience**
 | They listen to and use appropriate language features to respond to others in a familiar environment e.g.* respond to and **use** appropriate tone of voice and facial expressions in **story telling and** **everyday social interactions** with peers and adults
* follow **more complex** two or three step instructions
* **ask and answer** questions with appropriate intonation
* **use appropriate ways of entering a conversation**
* **alter volume to be heard by an audience.**
 |
| **Relevant part of the Achievement Standard** | * **They listen for rhyme, letter patterns and sounds in words. (ER0.9)**
 |
| **Language:** * Phonics and word knowledge

***[ACELA1438](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1438)***[***ACELA1439***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1439)[***ACELA1817***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1817)[***ACELA1818***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1818)[***ACELA1819***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1819)***Listening (and speaking)*** 9 a | With **explicit prompts**, they listen for:* rhyme (**listen for two c-v-c words that rhyme** and clap when they hear them)
* sounds in words (identify the **phoneme** they hear at the **beginning** of a word
 | With **prompts**, they listen for:* rhyme (**identify two c-v-c words that rhyme in a poem,** song or jingle)
* letter patterns (**identify common word families** such as ‘at’ words when hearing them)
* sounds in words (orally break c-v-c words into phonemes; identify the **phoneme** they hear at the beginning and **end** of words with a c-v-c pattern)
* syllables (**clap syllables**).
 | They listen for:* rhyme (identify two c-v-c-words that rhyme in a poem, song or jingle; **suggest another word that rhymes**)
* letter patterns (orally break words into **onset and rime**; identify common word families such as ‘at’ words when hearing them; **suggest another word from the family** such as ‘hat’)
* sounds in words (identify the **phoneme** they hear at the beginning, end and **middle** of words with a c-short vowel-c pattern).
* syllables (clap and **count** the number of **syllables**).
 | They listen for:* rhyme (identify words with **consonant blends** that rhyme in a poem, song or jingle; suggest another word that rhymes)
* letter patterns (identify words starting with the same **consonant blends** (tr) or **digraphs** (sh); suggest other words with the same blends or digraphs
* sounds in words (identify the **long vowel phonemes** they hear in words)..
* syllables (**sort** words into **one and two syllable** families).
 | They listen for:* rhyme (identify words with **more than one syllable** that rhyme in a poem, song or jingle; **identify the part of the word that rhymes**; suggest another word that rhymes)
* letter patterns (**identify and describe** the patterns in words they hear)
* sounds in words (**identify and describe** the phonemes they hear in words)
* syllables (**identify and describe** the **syllables** in two and three syllable words e.g. but-ter-fly).
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| **Strands and content descriptions for teaching*****Modes*** | **Emerging** | **Developing** | **Demonstrating** | **Advancing**  | **Extending** |
| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| **Productive modes (speaking, writing and creating)** |
| **Relevant part of the Achievement Standard** | * **They identify and use rhyme, and orally blend and segment sounds in words. (EP0.5)**
 |
| **Language:** * Phonics and word knowledge

[***ACELA1438***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1438)[***ACELA1439***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1439)[***ACELA1818***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1818)[***ACELA1819***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1819)[***ACELA1820***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1820)**Literature:** * Examining literature

***[ACELT1579](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1579)******Speaking (listening) and writing*** 9b | With **explicit prompts**, they identify and use rhyme, letter patterns and sounds in words as they:* **recite rhymes** and sing songs with actions
* identify the **phoneme** they hear at the **beginning** of a word
 | With **prompts**, they identify and use rhyme, letter patterns and sounds in words as they:* recite rhymes and **identify rhyming words**
* **complete oral cloze** of familiar rhymes with the missing rhyming word
* **identify letter patterns in word families** e.g. h/at, s/at, c/at
* identify the **phoneme** they hear at the beginning and **end** of words with a c-v-c pattern
* **attempt to** use the sound they hear at the **beginning** of a word to **write the word**.
 | They identify and use rhyme, letter patterns and sounds in words as they:* identify words that rhyme and **suggest other words** with the same rhyming pattern
* break words into **onset and rime** orally and/or with letters
* **identify the part** of a word that is repeated in a word family of c-v-c words
* **suggest and write another word** in the family by referring to other words in the list
* identify the **phoneme** they hear at the beginning, end and **middle** of words with a c-short vowel-c pattern
* listen to **initial and final sounds** in a word and write letters for sounds they hear
 | They identify and use rhyme, letter patterns and sounds in words as they:* **sort cc-v-c words** according to letter and sound patterns, including rhymes, and **describe the pattern**
* **create lists of rhyming** words
* **use onset and rime to spell words** e.g. h/ot
* listen to **initial, final and medial sounds** in words with a c-short vowel-c pattern and write letters for sounds
 | They identify and use rhyme, letter patterns and sounds in words as they:* **create lists of words** according to letter and sound patterns, including rhymes, and describe the patterns
* **refer to the part of the word that rhymes** in order **to spell** another word correctly
* **refer to word families** in order **to spell** another word correctly
* **identify the phonemes** in cc-v-c words and use them **to attempt to spell** words.
 |
| **Relevant part of the Achievement Standard** | * **They identify and describe likes and dislikes about familiar texts, objects, characters and events. (EP0.2)**
* **In informal group and whole class settings, students communicate clearly. (EP0.3)**
 |
| **Language:** * Language for interaction

***[ACELA1429](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1429)**** Expressing and developing ideas

[***ACELA1786***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1786)**Literature:** * Responding to literature

[***ACELT1783***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1783)***Speaking*** 10 & 11 | With **explicit prompts**, they:* **choose a familiar text** they like
* **attempt** to explain why they **like** it.
 | With **prompts**, they: * **identify and describe** likes and **dislikes** about **familiar texts** and **characters**.
* attempt to explain why they like or **dislike** the **text** or **character**.
 | They:* identify and describe likes and dislikes about familiar texts, **objects**, characters and **events**
* **explain** why they like or dislike the text, **object**, character or **event**., with little or no detail e.g. *I don’t like the wolf. He’s scary.* or *I don’t like the wolf. He tried to get the pigs.*
 | They:* **refer to the** **illustration** when describing what they like or dislike about a character, event or setting
* **explain** why **features in the illustration** make them like or dislike the character, event or setting e.g. *I like the giant. I think he’s kind. The picture of the giant has a smiley face and he’s playing ball with the dog.*
 | They:* talk about **similarities and differences between** the way **the text and the illustrations** depict a character, event or setting
* **explain,** with reference to the text and illustrations, **how** these **similarities or differences effect** their like or dislike for a character, event or setting e.g. *The picture of the princess is very pretty but in the story she’s mean to everyone. I don’t like her. I think she’s mean.*
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| **Strands and content descriptions for teaching*****Modes*** | **Emerging** | **Developing** | **Demonstrating** | **Advancing**  | **Extending** |
| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| **Relevant part of the Achievement Standard** | * **In informal group and whole class settings, students communicate clearly. (EP0.3)**
* **They retell events and experiences with peers and known adults. (EP0.4)**
 |
| **Literacy:*** Interacting with others

***[ACELY1646](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1646)******[ACELY1647](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1647)**** Creating texts

***[ACELY1651](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)******Speaking***12 & 13 | With explicit **prompts** they communicate in informal group and whole class settings. They retell events and experiences with peers and known adults. For example, they:* **communicate** their **needs**
* **join in conversations** about shared experiences.
 | With **prompts** they communicate clearly in informal group and whole class settings. They retell events and experiences with peers and known adults. For example, they:* **attempt** to speak in a voice that can be heard
* communicate with peers in **play-based experiences**
* tell their peers about an object or experience, using a **visual aid** such as a toy or photograph to focus their talk
* **attempt** to stay on the topic.
 | They communicate clearly in informal group and whole class settings. They retell events and experiences with peers and known adults. For example, they:* speak in a voice that can be heard
* have clear articulation
* share a **personal experience or discovery** with peers in a semi-formal situation
* **stay on the topic**
* clearly **describe** **the topic and action**, but not necessarily with detail
* **use pronouns** for cohesion e.g. *This is my dog. Her name is Toffee. She likes playing.*
 | They communicate clearly in informal group and whole class settings. They retell events and experiences with peers and known adults. For example, they:* **speak to their audience** audibly and with clear articulation
* **use appropriate intonation**
* share a **personal** experience, **interest** or discovery with peers in a semi-formal situation
* clearly describe the **topic and action,** with **a little detail**
* use pronouns for cohesion
* **sequence events** in logical order of time e.g. *At the weekend, I went to Josh’s party. We had a treasure hunt and I played on the swing. Then we had the birthday cake and lots of other food.*
 | They deliver short oral presentations to peers on topics of personal interest. They retell events and experiences with peers and known adults. For example, they:* speak to their audience audibly, with clear articulation and appropriate intonation
* **identify what they should do as a ‘good’ speaker** (look at the audience, speak clearly so people can hear, be enthusiastic, use pictures and objects)
* clearly describe the topic, giving **brief details about who or what, when, where, how and why**
* use pronouns for cohesion
* **use relevant conjunctions** such as *because* and *then* to link ideas or sequence events e.g. *Yesterday I found a caterpillar in the garden. It was eating a leaf. Mum helped me look it up in a book. It has to eat lots of food because it’s going to spin a cocoon. Then it will turn into a butterfly.*
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| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| **Relevant part of the Achievement Standard** | * **Students understand that their texts can reflect their own experiences. (EP0.1)**
 |
| **Literacy:*** Interacting with others

***[ACELY1646](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1646)**** Creating texts

***[ACELY1651](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)******Writing and creating*** 14 & 15 | Students understand that their texts can reflect their own experiences. They retell events and experiences with peers and known adults.**With explicit prompts**, their experimental writing:* is about a personally interesting topic
* has **Noun Groups** to indicate ‘who’ or ‘what’
* has **Verb Groups** to indicate actions
* has an illustration related to the topic.
* They **tell an adult** what their recount says.
 | Students understand that their texts can reflect their own experiences. They retell events and experiences with peers and known adults.**With prompts**, their recount, for example:* has one or two events related to the topic
* may use **pronouns** for cohesion
* has Noun Groups to indicate ‘who’ or ‘what’
* has Verb Groups to indicate actions
* **uses oral language**
* has an **illustration** that **matches part** of the text.
 | Students understand that their texts can reflect their own experiences. They retell events and experiences with peers and known adults.Their recount, for example:* **has** a **series of events** related to the topic
* **uses ‘and’ to link ideas or events**
* uses pronouns for cohesion
* **uses past tense**
* has Noun Groups to indicate ‘who’ or ‘what’
* has Verb Groups to indicate actions
* **uses relevant personal names**
* **uses topic words**
* **uses ‘ed’ verb endings**
* is supported by **illustration/s that match the text**.
 | Students understand that their texts can reflect their own experiences. They retell events and experiences with peers and known adults.Their recount, for example:* has an **ordered sequence of events** related to the topic and possibly a personal reflection
* **retells the main events or information**
* **uses temporal conjunctions to link ideas or events (then, next, after that)**
* uses pronouns for cohesion
* uses past tense
* has Noun Groups to indicate ‘who’ or ‘what’
* has Verb Groups to indicate actions
* uses relevant personal names
* uses topic words
* uses ‘ed’ verb endings
* has **illustrations that add detail.**

They **explain why they included particular information.**  | Students understand that their texts can reflect their own experiences. They retell events and experiences with peers and known adults.Their recount, for example:* has an ordered sequence of events related to the topic and possibly a personal reflection
* **provides information about** who, **where and when**
* **retells** the key events **to interest the audience**
* uses **conjunctions** to link ideas or events by **time or relationship** **(before, because, so)**
* uses pronouns for cohesion
* uses past tense
* has Noun Groups to indicate ‘who’ or ‘what’
* has Verb Groups to indicate actions
* uses relevant personal names
* uses topic words
* **includes descriptions or details**
* uses ‘ed’ verb endings
* has illustrations that add detail.

They **explain why they chose particular events and why they used particular words.**  |

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| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| **Relevant part of the Achievement Standard** | * **Students understand that their texts can reflect their own experiences. (EP0.1)**
* **When writing, students use familiar words and phrases and images to convey ideas. (EP0.6)**
* **Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. (EP0.7)**
 |
| **Language:** * Expressing and developing ideas

***[ACELA1786](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1786)******[ACELA1437](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1437)*****Literacy:** * Creating texts

***[ACELY1651](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)******Writing*** 16  | With **explicit prompts**, they convey ideas using:* **experimental writing**
* **familiar oral words** not necessarily recognisable in their writing
* **images related to the topic**
* and **briefly tell what**  their writing or illustration is about.
 | With **prompts** when writing, they convey ideas using:* **familiar words** e.g. Dad, on, I, did
* **images** that **match** some **part of the text**
* and **briefly describe** what their writing or illustration is about.
 | When writing, they convey ideas using:* familiar words e.g. Dad, on, I, did
* **familiar phrases** e.g. on the weekend
* **images** (that **match the text in general**)
* and **describe** their illustrations and ideas.
 | When writing, they convey ideas using:* **some content-specific words** e.g. seeds, grow, plant
* familiar phrases **from stories** e.g. One day ..
* **illustrations** that **add detail** to their writing e.g details about the setting or characters
* **and explain** why they included **particular features of their illustrations.**
 | When writing, they convey ideas using:* **some** content-specific words and **descriptive vocabulary** e.g. furry, small, blue, soft
* familiar phrases **from information texts** e.g. First we …..; Then we ….
* illustrations and other **images such as maps and diagrams** to add detail to their writing (e.g. including a treasure map with an account of playing pirates)
* and **explain** why they used **particular words** and included particular features of their illustrations.
 |
| **Language:** * Text structure and organisation

***[ACELA1431](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1431)*** ***[ACELA1433](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1433)*****Literacy:** * Creating texts

[***ACELY1651***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)***Writing*** 17  | Their experimental writing shows understanding of * top to bottom
* left to right **directionality**.
 | Their writing shows understanding of **most** **concepts about print** including:* letters
* words
* left to right directionality
* return sweep.
 | Their writing shows evidence of beginning writing behaviours, including concepts of:* letters
* words
* left to right directionality
* return sweep
* **spaces between words.**
 | Their writing shows evidence of beginning writing behaviours, including concepts of:* letters
* words
* left to right directionality
* return sweep
* spaces between words
* **capital letters and full stops to signal the beginning and end of sentences**
* **capital letters for people’s names.**
 | Their writing shows evidence of **consistent use** of concepts of:* letters
* words
* left to right directionality
* return sweep
* spaces between words
* capital letters and full stops to signal the beginning and end of sentences
* capital letters for people’s names.
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| **Strands and content descriptions for teaching*****Modes*** | **Emerging** | **Developing** | **Demonstrating** | **Advancing**  | **Extending** |
| Beginning to work towards the achievement standard  | Working towards the achievement standard | Demonstrating the achievement standard | Working beyond the achievement standard | Extending with depth beyond the achievement standard |
| **Relevant part of the Achievement Standard** | * **Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. (EP0.7)**
* **They correctly form known upper- and lower-case letters. (EP0.8)**
 |
| **Literacy:** * Creating texts

***[ACELY1653](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1653)******Writing*** 18  | They **approximate** letters.  | They write some lower-case and upper-case letters, correctly forming **a few** letters. | They correctly form **known** (**but not all)** upper- and lower-case letters.  | They correctly form **most lower-case** and **all upper-case** letters. | They correctly form **all** lower- and upper-case letters.. |
| **Language:** * Text structure and organisation

***[ACELA1432](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1432)******[ACELA1435](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1435)*****Literacy:** * Creating texts

***[ACELY1651](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)******Writing*** 19  | They **randomly** include capital letters and full stops in their experimental writing (e.g. a full stop at the end of each line).  | They:* use a **capital letter for their name**
* **inconsistently** use capitals and full stops
 | Their writing shows evidence of **experimentation** with capital letters and full stops e.g. They:* **inconsistently** use capitals to begin sentences and full stops to end sentences
* **identify** where **sentences end, when prompted**.
 | They:* **sometimes use capital** **letters** to begin sentences
* **usually use full stops** to end sentences
* **often use capital letters for people’s names**
* **identify sentences**.
 | They:* **often use capital letters** to begin sentences
* **consistently use full stops** to end sentences
* **usually use** capital letters for people’s names
* **explain their punctuation.**
 |
| **Language:** * Phonics and word knowledge

[***ACELA1438***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1438)[***ACELA1439***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1439)[***ACELA1440***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1440)[***ACELA1817***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1817)[***ACELA1818***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1818)[***ACELA1819***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1819)[***ACELA1820***](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1820)**Literacy:** * Creating texts

***[ACELY1651](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1651)******Writing and listening***20  | They use **letters from** their **name** in their experimental writing. | They **attempt to use initial sounds** to write common **cvc** words.  | Their writing shows evidence of sound and letter knowledge (e.g. They **attempt to** **use initial and final sounds** to write common **cvc** words). . | They :* accurately write simple **cvc** words
* use **onset and rime** to spell words
* **explain what they have done.**
 | They:* work out how to write more complex words with, for example, **consonant blends** (pr).
* **explain how they worked out** the spelling of a word
 |