

English

Stage One

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may demonstrate simple reflex responses. Students demonstrate emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Reading

Students:

- use sensory cues to respond to visual and auditory stimuli

Communication

Speaking -Expressive

Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may demonstrate simple reflex responses.

Students

- demonstrate a response to something being done to them e.g. bodily relaxation, a smile, cry, or babble

Listening- Receptive

Students demonstrate emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

Students:

- respond to a sound by a startle response
- respond to a sound by a change in breathing pattern
- respond to the presence of a person by a change in breathing pattern
- respond to a light, or a bright object, by a change in breathing pattern, by blinking
- respond to touch by a “stilling” of the body
- respond to the close presence of a person by a movement of part or all of the body
- respond by specifically turning in the direction of an interesting sound, e.g. a rattle, drum, keys, music
- turn toward speech, demonstrating awareness that it is being produced by a person
- attend briefly to a person in close proximity
- focus briefly if their name is called or someone says “hello”
- briefly watches another child, or an animal, with interest
- attend fleetingly to interactions with a familiar person
- be calmed by a gentle manner and /or a calm voice

Writing

Students :

- experience sensory materials
- hold an object briefly when placed in their hands

Stage Two

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to demonstrate interest in people events and objects. They accept and engage in coactive exploration. Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement and they remember learned responses over short periods of time.

Reading

Students:

- focus on an object/book within a sensory story
- recognise familiar faces
- recognise and respond to familiar environments
- respond to familiar prompts in a sensory story

Communication

Speaking- Expressive

Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement and they remember learned responses over short periods of time.

Speech Development:

Students;

- take turns to attempt babble with familiar adult e.g. ahhh, oooo, wheeee
- produce vowel sounds eg ooo eee
- co-actively and sometimes independently gestures or sign to request something, e.g. drink, music
- sometimes vocalise, sign or gesture a greeting to a familiar adult Mimic playful sounds, e.g. cough, kiss, blowing raspberries
- sometimes attempt to mimic letter sounds e.g., m sh, b, p, d, t, n, g, k, w, h, f, v, th, s, z, l, r – at least the 1st 7 constant sounds during verbal play
- attempt to blow out a candle
- try to imitate lip shapes for some letters such as m, b, w, u (as in up)

Language of Social Interaction and Thinking

- sometimes vocalise or gesture to a familiar person
- react to own image in the mirror
- imitate facial expressions e.g. smiles, sticks out tongue, opens mouth wide
- demonstrate preference through facial expression or body gestures
- cooperate when hands are manipulated to form gestures or signs
- demonstrate choice by rejecting objects
- understand basic cause and effect e.g. I drop the spoon and an adult will pick it up

- demonstrate anticipation – but response may be inconsistent e.g. ready..... set.... go....and the student demonstrates a physical response

Listening- Receptive

Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to demonstrate interest in people events and objects. They accept and engage in coactive exploration.

Students:

- tune into the most familiar people, following their movements around the room, listening to a conversation and maintaining eye contact when it is offered
- become excited when the surrounding environment is noisy
- be still when environment is quiet
- demonstrate enjoyment of interactions in response to others
- respond, e.g. smile, gesture, to a familiar person
- sustain gaze on an object that makes a sound for more than a few seconds e.g. lawn mower
- respond to various different tones of voice e.g. anger, laughter
- react to unfamiliar people with suspicion, reserve, or rejection

Writing

Students:

- manipulate sensory materials with hands
- reach out for an object placed near hand

Stage Three

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods. Students greet known people and may initiate interactions. They can remember learned response over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Reading

Students :

- recognise single personal objects, e.g. cup, bag, coat
- scan to recognise a single personal object among other objects
- focus on photographs, pictures, symbols or books
- demonstrate enjoyment/interest when sharing a familiar book/story/poem with an adult
- help to turn pages of book/story when sharing with an adult
- participate in next action/gesture/sound/prompt in a familiar story/poem/rhyme and with help anticipate next action/gesture/sound/prompt in a familiar story/poem/rhyme

Communication

Speaking- Expressive

Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support.

Speech Development

Students:

- use sound other than crying or laughing to communicate feelings
- babbles to self in front of mirror
- repeat own sound over and over enjoying the sensation and or effect
- makes sounds to accompany actions e.g. knock knock, bang bang, splash
- play lip games e.g. sucking, blowing
- attempt to imitate the intonation patterns of adult speech
- may have a small repertoire of favourite words, 1-10, understood by familiar listeners
- copy vowel sounds

Language of Social Interaction and Thinking

Students:

- draw attention to self e.g. by vocalising or banging on the table
- laugh, gesture or stills during regular routine communication session with a familiar adult
- play tongue games e.g. stick your tongue out, up, and down, round and sideways
- use switch, sign or word at the appropriate time to say hello or goodbye
- take an adult to an object or an object to an adult in order to make a request
- tell the difference between an angry voice and a friendly one scowling or smiling in response
- label objects, actions and people
- understand more complex cause and effect games that involve turn taking
- demonstrate anticipation of cause and effect more consistently
- are beginning to demonstrate an understanding of independent self e.g. name
- demonstrate an understanding "I can say no" i.e. protesting/rejecting
- in play can make sounds to accompany actions e.g. toys cars go brmmm brmmm
- in play can enact small narrative with representative objects e.g. putting dolly to bed
- demonstrate anticipation of preferred activity e.g. links a specific person or object to an activity or event

Language and Literacy

- demonstrate memory of a familiar song, rhyme or story by providing sounds or actions at critical and appropriate times
- choose an activity or a food item from a choice of two by pointing or eye gazing

Listening- Receptive

They sustain concentration for short periods. They explore materials in increasingly complex ways. Observe the results of their own actions. They remember learned responses over more extended periods.

Students:

- listen to a range of musical toys or objects with an auditory component, indicating pleasure or displeasure by smiling, frowning, clapping or turning head away
- respond to own name by turning head towards speaker
- demonstrate understanding of routine events e.g. looks towards the door when told it's time for lunch
- use sound cues to anticipate an event e.g. bell at the end of recess

- answers yes/no binary questions e.g. “coming to the tuckshop, yes or no”
- answers yes or no questions with nodding, shaking head or using a communication board
- turns to or looks at familiar people when their name is mentioned
- demonstrate a developing awareness of objects of reference e.g. beginning to associate a spoon with food
- identify a “question” through intonation e.g. “coming?”

Writing

Students :

- use palmer grasp with either hand
- scribble a few quick strokes with no apparent link between hand and eye
- attend to scribbling action
- scribble in anti clockwise circular manner
- follow lines within tracks with fingers
- scribble freely using paintbrush, mouse, touch screen

Stage Four

Reading

Students listen and respond to familiar rhymes and stories. They demonstrate some understanding of how books work.

Comprehension and Understandings

Students:

- listen and responds to familiar rhymes, action songs and stories e.g. head, shoulders, knees and toes
- join in with repetitive verse with actions, gestures
- anticipate and carry out familiar actions, gestures and repetitive phrases in a familiar story
- know that stories are linked to particular books, pictures or sequences

Reading Skills

- open books and look at pictures
- turn pages, several at a time
- hold book right way up
- understand that printed words/pictures/symbols represent real things
- recognise pictures of everyday objects when shown at different angles or half concealed

Communication

Speaking- Expressive

Students repeat between ten and twenty single words signs or phrases. They use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects to communicate about events and feelings.

Speech Development

Students:

- make a number of different sounds that are representative of sounds made by animals, vehicles or machines

- use ten to twenty words with thirteen (65%) of which can be understood by familiar and unfamiliar listeners
- pronunciation may not always be exact
- signs, gestures or says no to indicate dislike or to reject an activity, object or person
- communicate simple choices using one word to indicate, likes and dislikes using a switch, symbols, signs or verbalisations
- use single words/signs/symbols to comment in familiar situations e.g. 'more', 'finished'
- use a verbalisation, sign or symbol for an object or person consistently

Language of Social Interaction and Thinking

Students:

- request objects or actions using a switch, symbols, signs or verbalisations e.g. PECS and other Picture Communication Systems
- call a person by name using sign, switch, photo or verbalisation
- greet people with an increasing repertoire of expressions

Language and literacy

Students:

- attempt to add the last word to a familiar rhyme or song, using verbalisation, signs, symbols or switches.
e.g. twinkle, twinkle little

Listening- Receptive

Students respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations

Students:

- anticipate events from sounds e.g. becomes excited when hearing the spa, looks around at the sound of a door opening
- demonstrate an understanding of words by responding in an appropriate way e.g. going to the coat pegs when asked to get your coat
- wait to be told when it is their turn to participate e.g. play a game
- listen to an adult talk, sitting quietly and demonstrate concentration for a few minutes
- respond to simple what and where questions by looking, pointing, gesturing or vocalising
- correctly identify pictures or objects when listening to familiar sounds e.g. sound bingo, naming an object used or hide and find games
- choose an object from a choice of two when asked "give me the cup"
- give correct picture symbol photo or object on request from a selection of two

Writing

Students begin to understand that marks and symbols convey meaning. They make marks or generate symbols in their preferred mode of communication.

Students:

- grasp a writing implement with a preferred hand and make marks on paper
- grasp a writing implement with a tripod grasp and make marks on paper
- grasp a writing implement with a pincer grip and make marks on paper
- colour within a pre drawn outline
- draw lines within tracks
- scribble alongside a picture

- generate symbols from a selection on the computer

Stage Five

Reading

Students begin to select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They demonstrate curiosity about content at a simple level. They begin to match objects to pictures and symbols.

Comprehension and Understanding

Students:

- use pictures in a book to retell part of familiar story (verbally, signing, symbol, gesture)
- demonstrate curiosity about familiar story by asking questions at two word level, e.g. 'where dog?'
- display awareness that story has finished
- have favourite books
- look for specific object/picture in a book

Reading Skills

Students:

- turn pages one at a time
- begins to develop left to right
- recognise that pictures/ objects represent something; that a word/symbol gives meaning to the object/picture
- match picture to picture/ symbol to symbol/ object to symbol
- recognise own name
- react to environmental print, e.g. noticing a fast food sign the child says 'want hamburger'

Communication

Speaking- Expressive

Students combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners. They respond to simple questions about familiar events or experiences by vocalising, using gestures, symbols or signing.

e.g. "where is the ball?"

Speech Development

Students:

- produce the following sounds clearly, p, b, m, k, g, w, h, n, t, d - used in initial position of words and b, p, m, n, at the end of words
- introduce possessives, e.g. John's coat, combining two key ideas.
- use a vocabulary of twenty spoken words, signs or consistent vocalisations

Language of Social Interaction and Thinking

Students:

- say or indicate by choosing symbols, or using a switch or speech device two key idea phrases such as "no milk", "no coat", "want chips"
- uses a switch, symbols, signs or verbalisations to respond to "where" and "what" questions and "give me requests"

- during play they are beginning to use objects to represent other objects e.g. a block can be a car
- use single words in parallel play situations e.g. the doll they are playing with is washing the dishes

Language and Literacy

With a switch, symbols, signs or verbalisations students use simple adjectives such as “dirty” and “broken” and verbs such as “jump” and “play”.

Listening - Receptive

Students follow requests and instructions containing two key words, signs or symbols e.g. “Put the spoon in the bowl”.

Students:

- understand some adjectives and simple negatives i.e. indicates a picture of someone who is not happy
- With visual or gestural support can respond appropriately to instructions with two key words e.g. “Put the **milk** in the **fridge**”
- use verbalisations, signs or symbols to respond to questions about familiar events or experiences
- group objects according to their use i.e. indicates by pointing, signing or speaking which of a collection of objects you could wear on a rainy day
- give correct picture, symbol, photo or object on request from a selection of four

Writing

Students begin to produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events. They begin to trace and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.

Students:

- trace patterns from left to right
- draw around a simple shape
- colour within a large, clearly defined outline
- trace over letters
- use ICT to record class activities/ story, e.g. SwitchIt! Maker 2, Clicker, Boardmaker
- give pictures a name
- attempt to write a caption for a picture
- dictate caption for a picture
- use ICT to write own name
- form initial letter of own name whilst sounding with support

Stage Six

Reading

Students display reading-like behaviours when interacting with texts. They rely heavily on topic knowledge, pictures and memorisation when ‘reading’ texts previously heard. They match letters.

Comprehension and Understanding

Students:

- demonstrate comprehension by talking about significant ideas in the text
- make predictions in familiar stories

- make links to own experience when listening to or 'reading' texts, for e.g. points to illustrations, saying 'I had a party'
- identify and talk about familiar characters or people from the text
- find an unfamiliar book on request
- demonstrate an awareness if the reader changes/omits part of a familiar story

Decoding Strategies

Students:

- begin to recognise some letters, e.g. Sam says 'That's my name', pointing to 'Stop' sign
- match letters of own name
- match some letters of the alphabet

Communication

Speaking- Expressive

Students use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others. They use facial expression and intonation to enhance meanings. They ask simple questions to obtain information.

Speech Development

Students:

- use final sounds in short words e.g. Dad
- use a range of all purpose verbs e.g. get, go, look, put, want, play, that's a, come and work
- in a directed situation can use a switch, symbols, signs or verbalisations of two to three key word phrases to ask "What?" and "Where?" questions
- use a range of adjectives including colour, size and preference i.e. good/bad, like/don't like
- vary voice tone to express emotions
- demonstrate two or three word utterances using a range of nouns, verbs, adjectives and some prepositions

Language of Social Interaction and Thinking

Students:

- use switch, sign, symbol and vocal phrases with up to three key words for varying purposes:
 1. Socialising
 2. Giving information
 3. Describing something using colour or size
 4. Making a request
 5. Recounting events
- respond to topics introduced by others in conversation
- take turns talking and listening in a small group situation
- accurately name concept - boy and girl

Language and literacy

Students: In a small group can ask questions and/or initiates conversations.

Listening -Receptive

They follow requests and instructions with three key words, signs or symbols.

They respond to others in group situations

Students:

- follow simple rules for group situations with minimal adult prompts e.g. can take turns when playing a familiar game, or can wait for a response to a question
- respond appropriately to a range of questions asked by a familiar adult e.g. "who", "what" and "where"
- understand simple prepositions e.g. in, on, under and down
- give correct picture, symbol, photo or object on request from a selection of six

Writing

Students differentiate between letters and symbols. They produce or write recognisable letters or symbols related to their names.

Students:

- imitate pattern of objects
- copy pattern of objects from a card
- join dots to write letters of the alphabet correctly
- copy underneath from left to right (letter size variable)
- copy individual words on computer
- copy below individual words with support
- copy captions underneath for a picture/photo, etc with support
- dictate simple sentence of news
- copy over a dictated news sentence
- dictate greetings/message for cards
- copy caption/word from a separate sheet with direction
- write first letter of name from memory
- attempt to write own name from memory on a piece of work

Stage Seven

Reading

Students demonstrate an interest in the activity of reading. They predict words, signs or symbols in a narrative. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading. They recognise some letters of the alphabet.

Comprehension and Understanding

Students:

- demonstrate comprehension of texts by:
 - recalling some ideas explicit in a text
 - identifying the topic of a text
- realise that print contains a constant message i.e. that the words of a written story remain the same, but the words of an oral story may change
- respond and/or anticipate missing words – join in dramatic input
- complete line in a familiar repetitive pattern
- identify the subject matter of a story through the use of titles and illustrations e.g. "I want the story about the black cat"

Reading Skills

Students:

- read at PM Reading Level 0 - Dictated Text (PM Alphabet Book, PM Alphabet Starters, PM Alphabet Blends)
- know that print goes from left to right and from top to bottom.
- respond to and uses terminology such as: letter, word, sentence and chapter
- know some letters of the alphabet and can name them
- know some alphabet sounds
- match pictures to words
- match symbols to words

Decoding Strategies

- ask for assistance with some words
- may be aware that own reading is not accurate and may seek help, re-read or stop reading
- use initial letter sounds to predict a word
- point to specific known words as they are read

Communication

Speaking - Expressive

Students communicate ideas about present, past and future events and experiences, using simple phrases and statements. They use conjunctions to link ideas or add new information beyond what is asked. Starting to develop awareness of listener needs and begins to provide feedback information when introducing new topics e.g. "Nanna, I went shopping. Look at this."

Speech development

Students:

- use 3 to 4 word utterances e.g. ball under big tree
- use possessive pronoun – my and mine
- uses all general purpose verbs including – need, make, do and open
- apply knowledge of present tense e.g. running, coming
- use conjunction "**and**" e.g. I am Jane and I am 14
- accurately uses the pronouns - he and she

Language of Social Interaction

Students:

- control volume and pitch of speech
- contribute to discussions in small groups and role play - join in with others' conversations, offering information about self and takes turns in discussion
- are aware of social conventions but do not match actions to phrases e.g. Says, 'scuse me' and pushes friend with the blocks
- coordinate gesture and tone of voice to convey meaning e.g. I love you Mum (cuddles)
- refine conversation skills in a variety of settings e.g. learns ways to enter conversation and takes turns during an interaction
- talks aloud to self
- engage in imaginary play, often using toys or other props
- converse with imaginary friends
- learn to repeat what has been heard

- use pictures and symbol cards to sequence familiar routines
- use yesterday, today and this morning to communicate about recent events
- use switch, signs, symbol and vocal phrases of up to three key words to give information e.g. blue car broken

Language and Literacy

Students:

- label objects and simple actions in pictures e.g. Boy brushes teeth
- answer Blanks Level 1 questions about pictures and books
- clap in time to simple songs and rhymes

Listening - Receptive

They listen, attend to and follow stories for short stretches of time. With support, they attend to, and answer, questions from adults and their peers about experiences, events and stories, beginning to include those outside of their own personal experience.

Students:

- listen carefully to stories and poems read aloud to them
- demonstrate by body movement, facial expression and gesture that they can hear what is being said responding by looking at the speaker and sometimes offering comments
- work with others, looking towards them as they speak, and respond appropriately by undertaking simple requests
- take turns in discussions, listening to others
- follow instructions at an emerging four word level e.g. noun, verb, preposition, noun i.e. "Where did we go on our trip?"
- use more complex prepositions such as "next to", "behind", "in front of" or "in between"
- use the pronouns "he" and "she" appropriately
- follow instructions involving location words - behind, between, next to, inside, outside, in front, over, around and through
- follow instructions with quantitative words e.g. more, less, most and specific number e.g. "Please fetch three cups from the kitchen"

Writing

Students group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words.

Students:

- find first blank page in book
- use second hand to hold paper while writing
- start writing on left of page
- copy all the letters of the alphabet correctly
- copy caption for picture independently
- copy single words from separate sheets independently
- use letters of name in writing
- leave a space between groups of letters
- attempt independent writing and 'read' writing back to another person at the time of writing
- write all the letters in own name (not necessarily in order)

- write own name with minimum support
- write own name in correct sequence
- write name on the computer without capitals
- use a single letter to represent words
- group letters together
- write half words from memory

Stage Eight

Reading

Students are reading up to PM Level 3. Students understand that words, signs, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise the letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

Comprehension and Understanding

Students:

- suggest answers to literal questions about sentences they have read and complete spoken sentences
- retell the main ideas in their own words using text and illustrations
- predict about events in a text from looking at the cover and illustrations
- select texts primarily for enjoyment e.g. uses cover and illustrations
- make links to own experiences when listening to or 'reading' texts e.g. points to illustrations, saying 'I had a party'
- respond to situations in a story e.g. laugh
- identify and talk about familiar characters or people in texts
- offer an appropriate word to complete a sentence e.g. truck

Reading Skills

- read at PM Level 1 - 3
- correctly read some familiar words e.g. words in the title of a simple reading text or labels on objects in room
- correctly read some personal vocabulary
- distinguish between letters and numerals
- recognise most letters of alphabet by name in lower and upper case
- make 1:1 correspondence between written and spoken words
- point to lines of text as adult reads
- sequence three pictures in a familiar story

Decoding Strategies

- recite favourite poems and nursery rhymes
- use repetitive passage when 'reading' independently
- echo an adult reading
- recognise most letters of alphabet by sound
- use picture clues to suggest what the book may be about

Communication

Speaking- Expressive

Students link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one. They use a growing vocabulary to convey meaning to the listener.

Speech Development

Students:

- apply knowledge of past tense, sometimes incorrectly – e.g. runned
- use language (speech, sign, PECS, other Picture Communication Systems or communication aid) to express negatives
- demonstrate adequate variation in intonation e.g. demonstrates excitement in their voice when reporting something they have enjoyed
- use pronouns "he" and "she" correctly
- combine four key words, signs, symbols to communicate ideas i.e. noun verb preposition noun, noun preposition adjective noun, adjective noun verb noun e.g. "We should take biscuits and drink to the farm"
- use prepositions: behind, "in front", "beside", "between", "inside", "outside", "up", "down", "next to"
- understand the negatives "isn't" and "can't"

Language of Social Interaction and Thinking

Students use language (speech, sign, PECS, other Picture Communication Systems or communication aid) to:

- label emotions, likes and dislikes e.g. match feeling cards to activities
- contribute to planning e.g. what do we need for cooking?
- interrupt others occasionally to gain more information
- match vocalisations to express opinions (likes and dislikes) e.g. chocolate cake –yum, worms – yuk
- appropriately sequence a small number of ideas when speaking to others in familiar contexts

Language and Literacy

- describe a sequence of two to three actions
- offer an explanation or solutions e.g. "It fell over.....it was too big!"
- tell what is happening in a picture
- report on what they've done
- take part in a sustained role play, dress up in a range of character clothing and portray the part
- clap out syllables of familiar names
- demonstrate enjoyment when listening to rhyming stories

Listening- Receptive

They take part in role play with confidence. They listen attentively. They follow requests and instructions with four key words, signs or symbols.

Students:

- Waits for a response to their speech
- Wait on most occasions until asked to respond
- interrupt to add or extend information
- respond to messages/instructions at the four word level – words/signs/symbols/PECS/other Picture Communication Systems
- sit quietly and demonstrate interest in extended stories, short texts, musical or other media
- follow requests and instructions with up to four information carrying words e.g. put the big blue cup on the table

- answer cause and effect questions such as "*Why do we need to take our coats?*" - "*Because it might be cold.*"
- respond to "when" questions related to familiar routines. e.g. "When do we have cooking?" - "after lunch"
- respond to some more complex questions involving "which" and "why" e.g. "Why is jumper off?" - "I'm hot"

Writing

Students use pictures, symbols, familiar words and letters in sequence to communicate meaning, demonstrating awareness of different purposes.

Writing

Students:

- copy from the board
- discuss what they want a scribe to write
- understanding that their writing can communicate ideas, feelings and information
- use letters and some words in writing brief texts about topics of personal interest
- demonstrate concepts about print including left to right, top to bottom
- read back from their own writing
- use a variety of writing tools, including crayons, pencils and computer software
- demonstrate 1 to 1 correspondence between written and spoken word
- distinguish between numerals and letters
- know the letters of the alphabet by name and sound
- Write own first name with appropriate use of upper and lower case letters

Spelling

Students:

- use initial letter to represent most words in a sentence (e.g. s, o, i, s, g to c a s - Someone is going to climb a slide)
- approximate use of letters for some letter – sound relationships and common words
- ask how to write a word
- use creative spelling

Stage Nine

Reading

Students are reading up to PM Level 5. Students recognise familiar words, signs or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like and dislike. Students can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction. They use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction.

Comprehension and Understandings

Students:

- demonstrate comprehension of texts by recalling some ideas from the text
- use the illustrations, context and knowledge of a text to predict meaning
- predict what might happen next in a story
- locate and select texts appropriate to purpose or interest e.g. fiction book about koalas
- express an opinion about a text, but may not always be able to justify it
- recognise and describe characters and settings from texts

Reading Skills

Students:

- read at PM Level 3 - 5
- name all the letters and recall the sound for all the letters
- recognise how sounds are represented alphabetically and identify some sound - letter relationships
- track text page by page, left to right, top to bottom pointing when reading
- sequence sentences from a simple repetitive text
- learn that print text maintains a constant message
- read simple instructions with assistance and graphics e.g. method of a simple recipe
- read, with help or symbol support, aloud simple print or electronic text
- generate rhyming strings e.g. fat, cat, pat
- recognise rhyme and pattern of language
- identify combinations of the following sounds - "ch", "sh", "th"

Decoding Strategies

Students:

- segment and blend letters in words of one or two syllables
- use pictures to predict an unfamiliar word
- use knowledge of story to assist in reading text
- use phonics and initial/final sounds to read unfamiliar words in simple text
- use a graphic to attempt to decode a word
- use context clues to attempt to decode a word

Communication

Speaking- Expressive

Students communicate clearly about matters of interest, taking turns in a range of situations and groups. They convey meaning, sustaining their contribution and the listeners' interest.

Speech Development

Students:

- begin to use the pronoun "I"
- ask questions about familiar routines
- understand and uses negatives e.g. "don't"
- understand and uses the comparative/superlative e.g. big, bigger, biggest
- use auxiliary verbs - "is", "was", "am" e.g. "Me playing" becomes "I *am* playing"
- demonstrate an understanding of most common prepositions e.g. "on", "under", "front", "behind".
- produce most speech sounds but may make sound substitution e.g.
 - b for v - drike for drive

- w for r - wabbit for rabbit
 - t for k - tick for kick
 - d for th - brudda for brother
 - s for sh - sip for ship
 - f for th - free for three
- focus on interesting sounding words and enjoy repeating them e.g. beautiful – *bb-oo-di-fool*
 - define objects using "a", "the", "some" e.g. *a* dog; *the* man; *some* lollies
 - include all syllables in two and three syllable words e.g. efent becomes el..e..phant

Language of Social Interaction

Students:

- can organise themselves during role play and play cooperatively
- use language to convey feelings and evaluations e.g. This is difficult
- match intonation, facial expression and gesture/body language appropriately
- gives simple descriptions of past events e.g. "I went to the park. It was fun."

Language and Literacy

Students:

- listen to and attend to short stories and picture texts
- act out stories or repeat phrases encountered in books
- draw some symbols and 'read' the message
- demonstrate an interest in words encountered in books e.g. "I hit you with my **bommy knocker**"
- identify rhyming words from a choice of three words

Listening- Receptive

Students follow what others say and usually respond appropriately.

Students:

- ask simple questions in response to information presented by others
- give three objects in order e.g. give me the pencil, the books and then the scissors
- learn and practise the skills of being an attentive listener, responding with relevant comments, questions or actions
- listen to retell what has been heard
- listens and react appropriately e.g. laugh to a joke, gasps with surprise
- use visual reminders to remember instructions during an activity
- respond to instruction involving inclusion and exclusion e.g. "Demonstrate me the face with no eyes" from a choice of five faces

Writing

Students produce recognisable letters and words or symbols to convey meaning. Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation. Some of their writing may still need to be mediated to be understood.

Writing

Students:

- make a contribution to group writing
- produce recognisable letters and words to convey meaning

- write most lower case letters correctly
- write most upper case letters correctly
- include own experiences when writing for personal purposes and audiences such as in lists, letters, cards, posters
- write one or more generally readable sentences
- demonstrate some understanding of capital letters and full stops
- include drawings that support the intended meaning of their writing
- make plausible attempts at spelling unfamiliar words, matching sound-letter relationships and using some simple spelling patterns
- use upper and lower case letters correctly
- leave spaces between word-like clusters of letters
- begin to use written language structures i.e. write complete sentence with or without punctuation
- write own first and family name with appropriate use of upper and lower case letters

Spelling

Students:

- use knowledge of word families (e.g. cat, mat, bat) to spell words
- use simplified oral language structures e.g. "I brt loles"
- spell phonic based CVC (consonant-vowel-consonant) words
- correctly spell a small bank of known words
- use letter names to represent sounds, syllables or words (e.g. AT – eighty)
- use a combination of consonants with a vowel related to a letter name (e.g. Gam - game, Mi – my)
- recognize some sound-symbol relationships in context (e.g. sh in ship)
- use print resources in the classroom to support spelling e.g. charts, signs, word banks

Stage Ten

Reading

Students are reading up to PM Level 10. Students read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, sign to sign, or symbol to symbol and may need support to establish meaning. They demonstrate understanding of texts, retell the main events or facts with support and comment on obvious features of the text. In responding to stories, they identify and comment on the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.

Comprehension and Understanding

Students:

- retell what they have read using the text as a prompt
- predict what a text will be about using text features and some known words
- with assistance, locate and select texts appropriate to purpose or interest
- express and justify personal responses to texts e.g. 'I didn't like.....because.....'
- compare how characters are represented in texts
- identify story settings and plot

Reading Skills

Students:

- read at PM Levels 5 - 10
- name all upper and lower case letters in the alphabet
- identify common sounds for letters
- independently read a simple print and electronic texts with moderate accuracy and fluency
- sequence sentences from a non-repetitive text
- read and follow a list eg. shopping list, items for camp
- read and follow simple instructions with graphics e.g. simple Lego constructions
- identify and use full stops and capital letters
- understand alphabetical order
- use dictionaries to locate words using initial letters
- are able to read personal details e.g. home address, school name, date of birth
- say aloud one and two letter onsets that have predictable short vowels e.g. "ip", "et"
- use contents page
- sustain interest in long stories
- scan a text for subheadings
- know vowels and consonants
- identify vowel phonemes "air", "or", "er" and read when in words
- read phonic clusters e.g. "ing", "ed", "st"
- identify digraphs "wl", "pl", "cl" and read when in word

Decoding Strategies

- use sentence context, predictable structures and initial letters when attempting to read unfamiliar words
- use a range of reading strategies with prompting e.g. Self-correct when meaning is lost, re-read or read ahead

Communication

Speaking- Expressive

Students communicate on topics of interest with people they know and include some details the listener needs to know. Students are able to adapt their language for social control, requests and for seeking information.

Speech Development

Students:

- use adjectives and/or adverbs to describe feelings e.g. "A *happy* boy"
- use adjectives to describe touch and shape e.g. "The circle is round" - "The box has rough sides"
- use adverbs to describe actions e.g. "quickly" or "slowly"
- use the appropriate tense
- speak clearly and audibly

Language of social interaction

Students:

- purposefully communicate things of personal interest e.g. news etc. in familiar environments
- include background information in conversation e.g. where they went on holiday and an aspect they enjoyed
- use appropriate volume for different situations e.g. "We yell at the football" - "We use a quiet voice in the classroom"

- use facial expression and appropriate gesture in conversations

Language and Literacy

Students:

- know and use appropriate vocabulary for a specific task e.g. for a specific curriculum area
- complete a sentence with a rhyming word e.g. The cat sat on the ___? (mat)
- answer Blanks Level 2 questions about pictures and books
- express ideas to carry out a task e.g. making scrambled eggs, planning a project
- comment on key features of the media e.g. favourite television programme
- understand differences between written and spoken language

Language and Thinking

- explain view point, choices or actions
- attempt to self-correct by rephrasing when meaning is not clear to listeners
- contribute without prompting, relevant ideas to group discussions
- use language to categorise people, places and actions e.g. babies, teens and adults
- respond to "What am I?" puzzles e.g. I am grey, I am big, I have a trunk.....What am I?

Listening- Receptive

Students contribute appropriately to classroom discussion and interactions. They demonstrate or express puzzlement if something is not understood.

Students:

- sit quietly and demonstrate interest in extended stories or short texts without pictures or props
- listen and react appropriately e.g. laughs to a joke or gasps with surprise
- listen and react appropriately by continuing on what has been said
- reply with extended responses (sign, gesture, symbol, PECS, other Picture Communication Systems and verbalisation) when questioned
- remember instructions during an activity

Writing

Students' writing communicates meaning beyond a simple statement. Individual ideas are developed in short sections. Students compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns.

Writing

Students:

- write about an event using at least three simple sentences
- begin to use different styles, structures and text types (e.g. narrative, lists, captions, letters, procedures, invitations)
- link ideas and events clearly (e.g. making a meal)
- answer questions about the content of their writing
- use word endings ("s", "ed", "ing")
- structure writing to include a clear beginning and end
- use story structure to write about own experience
- re-read their own writing, checking that it makes sense

- combine writing with drawings (or computer graphics) to support meaning
- write own name and address

Spelling

Students:

- use knowledge of phonics to attempt to spell unknown words
- use some conventional spelling
- use correct spelling of some high-frequency words (e.g. "the")

Stage Eleven

Reading

Students are reading up to PM Level 15. Students can say the most common sounds and name all the letters of the alphabet and can self-correct on recognition that their own reading does not make sense.

Comprehension and Understanding

Students:

- demonstrate comprehension of texts by ordered retelling of main idea(s)
- talk about how to predict text content e.g. "I knew that book hadn't got facts in it. The dinosaurs had clothes on."
- compare self and own experiences with fictional characters
- locate and select texts appropriate to purpose, interest and readability e.g. newspaper article about a current event
- identify key factual data from text e.g. advertising material, movie guide

Reading Skills

Students:

- read at PM Levels 10-15
- read at least 100 frequently used words
- recognise and say the most common sounds, and name the letters of the alphabet
- segment and blend letters in words of one or two syllables
- identify vowels and consonants
- Identify vowel phonemes such as "air", "or" and "er" and read when in words
- read print accurately and independently as well as electronic texts with high frequency words
- recognise a bank of personally significant words in different contexts
- read a list e.g. ingredients, including quantities of a recipe
- identify and use question, exclamation and quotation marks
- read and interpret simple labelled diagrams e.g. body parts
- use a dictionary to find words that start with the same two letters
- recognise that the same sounds have different spellings e.g. "tee", "tea"
- recognise that the same spellings may relate to different sounds e.g. "book", "moon"

Decoding Strategies

- use strategies for working out the meaning of unfamiliar words in context e.g. sounding out, re-reading using cues from illustrations
- self-correct, on recognition that their own reading does not make sense

Communication

Speaking- Expressive

Students have grasped most grammatical rules but may still overgeneralise. They are aware of listener needs. Students communicate with more lengthy and complex sentences. They express ideas using an appropriate vocabulary and more varied expression.

Speech Development

Students:

- know most grammatical rules but may still overgeneralise, for example:
 - Tenses - swam for swam
 - Plurals - mouses for mice
 - Pronouns - they put the book in there
- produce s blend words e.g. **spot, stop, fast**
- use sentences joined with **to** and **then** e.g. The man climbed the fence **to** get the cat
- begin to develop a vocabulary for language concepts e.g. "sound", "word", "sentence"

Language of Social Interaction

- begin to use polite conversational conventions e.g. "excuse me"
- display an awareness of the impact of language in conflict situations but will often use adults to deal with conflict
- consistently match facial expression, spoken word or sign with appropriate gestures
- identify the main ideas when recounting an experience to others

Language and Literacy

- engage in imaginative play, using language
- use appropriate volume and pace, taking into account the listeners response
- recount and give descriptions of familiar experiences in logical sequences
- answer Blanks Level 3 questions using pictures and stories

Language and Thinking

- repeat statements to clarify meaning when requested
- demonstrate knowledge of the difference between good and bad news, fact and fiction in the media
- use language to compare e.g. The bus is bigger than the car

In addition to the above, students may develop these skills:

- make inferences e.g. "I can't play outside if it's raining"
- describe words in terms of function e.g. "You ride a horse" - "You drive a car"
- project into the future, anticipate and predict e.g. "If you blow that balloon up any more, it'll burst" or "When we go on holiday we'll need..."
- discuss events, concepts of objects not experienced
- suggest possible alternatives when problem solving e.g. "If we use that cardboard box instead of the wood, we'd be able to bend it"
- initiate questions to gain further information
- reflect on own and others feelings e.g. "I got mad at Nathan when he took my toys" or "It makes you sad, does it Mum?"

Listening –Receptive

They demonstrate by their direct responses that they listen. They develop and explain ideas, using a more extensive vocabulary and begin to adapt to more formal situations.

Students:

- use listening skills to respond to a range of conversations, discussions and spoken texts about real or imagined events
- recall, listen and react by continuing what has been said

Writing

Students produce a small range of texts demonstrating some of the conventions of writing (e.g. retells, reports and emails are composed to share experiences, information or feelings). When writing unknown words, they choose letters on the basis of sound, without regard for conventional spelling.

Writing

Students:

- include information and ideas in short texts for known audiences and selected purposes (e.g. excursion report for newsletter)
- begin to use strategies to revise writing, with assistance (e.g. reading aloud, feedback from others)
- make amendments when reading own writing
- mostly use capital letters, full stops, and question marks correctly
- structure writing to include a clear beginning, middle and end
- generally use upper and lower case letters correctly and not mixed within the word
- sequence a small number of ideas in short texts for different purposes and audiences

Spelling

Students:

- use knowledge of phonics to spell unknown words
- demonstrate phonic awareness of any words that are wrongly spelt
- usually spell commonly used sight words correctly (e.g. in, has, his, he, my, the, here)
- make plausible attempts at spelling unfamiliar words including use of sound–letter patterns
- choose letters on the basis of sound (e.g. kaj – cage, tabl – table, birgla – burglar, vampia – vampire, pepl – people, sum – some, bak – back)
- write name, address and birthday

Stage Twelve

Reading

Students are reading up to PM Level 20. Students are engaged in silent, independent reading activities and are blending strings of up to six sounds into words. Students are reading unfamiliar words by making an analogy with known words.

Students:

Comprehension and Understanding

- locate and select texts appropriate to purpose and audience

- use the cover, title and the text to predict whether the text is more likely to be imaginative or reality based
- talk about how they felt while reading

Reading Skills

- read up to PM Level 20
- engage in silent, independent reading activities
- blend strings of up to six sounds into words
- read with fluency and with expression
- locate and select appropriate information using ICT e.g. web search engines, CD-ROMs
- use index and glossary

Decoding Strategies

Students:

- determine unknown words by selecting appropriate word identification strategies e.g. sounding out, re-reading, using cues from illustrations
- read unfamiliar words by making an analogy with known words
- use punctuation to contribute to meaning when reading aloud e.g. recognition of quotation marks to identify a speaker's word
- identify when they make errors that are inconsistent with the meaning or topic of the text

Communication

Speaking - Expressive

Students know and use the vocabulary of school. They contribute appropriately to classroom interactions, adapt their language for social control, requests and for seeking information. Students use tone, volume, pace, intonation patterns and gesture to enhance meaning. They take into account audience and purpose when speaking. Students can sustain a conversation with a variety of audiences e.g. teacher, peers, parents

Speech Development

Students:

- use t, r and w sounds in single words and short sentences
- provide appropriate levels of information, in sentences to allow a listener to understand
- use some complex grammatical connectives to sustain a topic e.g. "because", "if", "after"
- use cognitive verbs e.g. "think", "like", "want", etc. to express thoughts, wishes, dreams

Language of Social Interaction

Students:

- use slang with peers
- independently take conversational turns as speaker and listener
- respond to classroom expectations of polite behaviour e.g. "Please pass me.....", - "I'm sorry" and waits for turn before speaking
- distinguish between language used in different situations e.g. "home language", "classroom language" and "playground language"
- regulate tone and pace of speaking when communicating with others

Language and Thinking

Students:

- use language to describe similarities e.g. "Debbie has brown hair and so does Helen"

Language and Literacy

Students:

- use narratives that are logical, and can sequence retells e.g. demonstrates a knowledge of story structure by describing, comparing or contrasting, setting, characters, events, conclusion etc. in narrative texts and in media i.e. favourite TV programme
- use language to express grammatical forms encountered in narrative texts e.g. "Once upon a time" and "They lived happily ever after"
- engage in more elaborate role play of characters or events encountered in stories
- in group discussion, can take up and sustain different roles such as group leader, listener etc.
- answer Blanks Level 4 questions using pictures and stories

Listening- Receptive

Students demonstrate their listening by contributing appropriately to discussions. They take account of their audience responses.

Students:

- effectively listen to texts with familiar information
- attentively listen to others in individual and group contexts
- apply listening skills to a range of conversations, discussions and spoken texts about real or imagined events
- retell some of the main ideas after listening to stories and viewing media
- contribute relevant comments to discussion, demonstrating they have been listening

Writing

Students are beginning to demonstrate control over the conventions of writing. They consider audience and purpose when selecting ideas, compose a range of texts (e.g. plays, songs, biography) and are beginning to integrate visual and meaning-based strategies (e.g. sea/see) to spell words

Writing

Students:

- write short, factual text with sequentially linked ideas
- write a description of something (e.g. animal) using some adjectives and adverbs
- write a thank-you note using some adjectives and adverbs
- use connectives other than "and" when writing longer sentences (e.g. because, but)
- write simple, and some compound sentences joined by appropriate conjunctions
- choose vocabulary to effectively convey meaning, including nouns, verbs and adjectives
- write short texts in paragraphs (experiences, story, point of view)
- use word endings "s", "ed" and "ing"
- write compound sentences with correct use of verb tenses
- write about an imaginary event, place or person, with sequentially linked ideas
- proof-read to delete or add words to clarify meaning
- proof-read to correct spelling errors
- use capital letters for sentence beginnings, proper nouns and titles
- use full stops and question marks correctly
- write name, address (including area code), birthday, date and phone number

Spelling

Students:

- correctly spell one-syllable words with regular spelling patterns (e.g. bag/brag)
- use a bank of known words that are correctly spelt
- use some known patterns in words (e.g. "ing", "th", "sh", "nght" – night)
- apply knowledge of spelling gained from reading books / experiences (e.g. pirate, fishing)
- make plausible attempts to spell words with irregular spelling patterns
- begin to use syllabification for spelling longer words (e.g. telefon – telephone, butufl – beautiful)
- see self positively as a writer and speller, and develop confidence at approximating spelling

Stage ThirteenReading

Students are reading up to PM Level 25. Students can retell ideas in sequence and begin to decide the likely topic of a text using text information. Students are reading independently and respond to short texts.

Comprehension and Understanding

Students:

- retell and discuss own interpretation of texts read or viewed with others, providing information relating to plot and characterisation in narrative or to main ideas and supporting detail in informational text
- consider opinions and viewpoints of others
- decide the likely topic of a text by using text information
- distinguish between narratives and factual texts
- infer how ideas and events might differ given changes and alternatives e.g. having read about the life cycle of a butterfly, they predict how the life cycle may be affected by drought
- predict plausible endings

Reading Skills

Students:

- read up to PM Level 25
- read independently and respond to short fiction and non-fiction texts
- select key information from a range of texts
- interpret more complex labelled diagrams e.g. a new piece of electrical equipment
- read more complex instructions with visual cues e.g. a model car
- find familiar names in a telephone directory

Decoding Strategies

- re-read passage in order to clarify meaning that may have been lost due to word-by-word reading, for example re-reading a phrase, paragraph or sentence

Communication**Speaking- Expressive**

Students use language effectively to satisfy social and communicative needs. They also display considerable skill in responding to, and using language to satisfy the demands of formal learning.

Speech Development

Students:

- use sentences with **could, would** and **should**
- speak clearly in informal situations

Language of Social Interaction

Students:

- identify differences between personal and general information e.g. we don't ask adults their age

Language and Thinking

Students:

- are beginning to understand humour in jokes and riddles
- demonstrate abstract thinking by expressing thoughts, hypotheses and wishes e.g. I wonder, hope, understand, think, believe, wish
- use language to describe differences
- use language to reason and argue
- express alternatives for how to carry out a task e.g. making scrambled eggs on the stove top or in the microwave

Language and Literacy

Students:

- use language to categorise objects, people, places, events, etc
- produce impromptu spoken texts with familiar information e.g. can talk for 2 minutes on a familiar topic
- use simple features to indicate beginnings and endings in presentations and conversations

Listening -Receptive

Students listen to and recall more complex instructions. Students attend to a variety of aural texts e.g. media presentations, discussion groups, conversations with others and respond appropriately

Students:

- listen to and respond appropriately to what has been said
- recall the main ideas from an aural presentation
- distinguish between language forms and language meaning e.g. pull your socks up means improve your behaviour
- follow more complex instructions e.g. classroom routines, relaying messages

Writing

Students are beginning to see writing as a purposeful and worthwhile activity. They are able to integrate elements of the writing process, and are beginning to develop their personal voice and individual style. They are moving away from a heavy reliance on phonetic strategies. They still have difficulty recognising if a word "looks right", but should be able to use their bank of known words to self-correct. Writing will demonstrate evidence of an increasing range of learned words.

Writing

Students:

- identify the use of texts for different purposes (e.g. narrate, inform, describe, opinion)
- write texts for different purposes (e.g. narrate, inform, describe, opinion)
- write texts of three or four logically ordered paragraphs

- write texts accounting for needs / interests of familiar or unfamiliar audiences
- use combinations of written and graphic elements in print and electronic texts
- order ideas in time order or other sequence such as priority order
- organize the structure of writing more effectively (e.g. use heading / subheadings, establish setting)
- use commas
- use apostrophes for possession
- use apostrophes for contractions
- attempt the use of a proofreading guide constructed jointly by students and teacher
- be able to fill in forms with personal information – name, address, date of birth, phone number, email address, and Medicare number

Spelling

Students:

- correct spelling of two-syllable words with regular spelling patterns (e.g. sleeping, garden)
- make a good attempt at spelling two-syllable words with irregular spelling patterns
- use letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable e.g. holiday/holiday, grand/grandma's, castle/castle, reply/replied, gorilla/gorilla
- begin to use visual strategies, such as knowledge of common letter patterns and critical features of words, e.g. silent letters, double letters
- syllabify and correctly insert a vowel before the "r" at the end of a word (e.g. "brother" instead of "brothr" and "water" instead of "watr")

Stage Fourteen

Reading

Students are reading up to PM Level 30. Students are reading independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures. They predict plausible endings for stories and infer characters' feelings. They describe how reading helps them and is a useful activity.

Comprehension and Understanding

Students:

- read and demonstrate comprehension of texts by:
 - Identifying the main idea(s), citing supporting detail
 - Selecting events from a text to suit a specific purpose
 - Linking ideas, both explicit and implicit, in a text e.g. cause and effect
- provide information relating to plot and characterisation in a narrative
- provide information to support details in an informational text
- understand the author's purpose for writing a text
- identify the words used in a text to describe particular characters and events
- describe how reading helps them and is a useful activity

Reading Skills

Students:

- read up to PM Level 30

- read independently either silently or aloud as appropriately, they may switch from one mode to the other if necessary for comprehension or other communication purposes
- read orally with increasing fluency and expression
- oral reading reflects personal interpretation
- use knowledge of print conventions e.g. capitalisation, full stops, commas, exclamation marks and speech marks
- understand and respond to texts with several short paragraphs in print and electronic forms
- read one syllable words that have silent letter patterns e.g. knife, right, which
- have an increasing bank of sight words, including some difficult and subject-specific words e.g. science experiment, February, Christmas
- locate and select texts appropriate to purpose and audience e.g. checks currency of information to ensure it is up to date
- adjust reading strategies for different texts and different purposes e.g. skimming to search for a specific fact or scanning for a key word

Decoding Strategies

Students:

- make meaningful substitutions i.e. replacement miscues are meaningful example "cool" drink for cold drink
- become efficient in the use of the following word identification strategies for constructing meaning:
 - sounds-out to decode words
 - uses initial letters as a cue to decoding
 - uses knowledge of common letter patterns to decode words e.g. "th", "tion", "scious" and "ough"
 - uses known parts of words to make sense of the whole word
 - uses blending to decode words e.g. stri –ing
 - uses word segmentation and syllabification to make sense of the whole word

Communication

Speaking - Expressive

Students communicate effectively by sharing ideas, offering advice, giving an opinion or information and reacting to contributions of others.

Speech Development

Students:

- use clear communication (speech) in informal and classroom situations
- use intonation, facial expression and gestures as tools for communicating ideas and feelings

Language of Social Interaction

Students:

- consider audience in aural presentations
- vary speaking and listening for a small range of contexts, audiences and purposes
- use social conventions e.g. Could you tell me where....? Mrs Carroll asked if you would.....
- react according to own perceptions in a conflict situation, but is able to accept another's point of view through adult mediation
- communicate relevant information and responses to questions when speaking to others in a range of familiar contexts
- initiate topics of conversation that are appropriate to social situations e.g. only sharing personal information with the right audience

- adapt language to meet different and situational audiences and purposes e.g. talking to friends at netball is different from meeting friends of parents

Language and Thinking

- use jargon or slang with peers

Language and Literacy

- plan and give instructions in a variety of situations, formal and informal e.g. classroom routine, peer teaching
- persist with questions to clarify, to demonstrate interest or to gain further information
- explain cause and effect e.g. she fell off the bar because she was trying a somersault for the first time, then she slipped
- give reasons for opinions, actions and choices

Listening - Receptive

Students demonstrate their listening skills by following complex instructions and by filtering key ideas to respond appropriately.

Students:

- attentively listen to others in group and individual context and retells key information
- follow complex sequences of instructions
- monitor others speech and paraphrase content e.g. I felt really angry when the group wouldn't cooperate
- rephrase spoken text to clarify meaning when questioned by listeners and react to audience feedback
- understand analogies e.g. as bright as a button, as heavy as lead

Writing

Students demonstrate control over the conventions of writing. While composing, they take responsibility for adjusting the language and content to suit specific audiences and purposes. They integrate a wider range of strategies to spell unknown words.

Writing

Students:

- use familiar ideas and information (different purposes / audiences)
- use strategies for planning, drafting, proofreading, editing and revising
- use appropriate vocabulary, punctuation and tense for purpose and audience
- use typical features and structures of different texts (narratives and reports)
- use direct speech (quotation marks) to enhance character development
- edit and proofread own writing after composing
- reorder text to clarify meaning e.g. moves words, phrases, and clauses
- reorder words to clarify meaning
- integrate all basic punctuation (capital letters, full stops, commas, question marks, quotation marks)
- write effectively in both first and third person
- use appropriate subject-verb agreements
- use appropriate noun- pronoun agreements
- maintain proper tense throughout text
- use a variety of linking words (e.g. and, so, because, if, next, after, before, first)

- are able to fill in forms with personal information (name, address, date of birth, phone number, email address, Medicare number / Centrelink number and personal signature)

Spelling

Students:

- correct spelling (2/3 syllable words)
- have strategies to spell unknown words (e.g. use of dictionary, thesaurus, internet, class lists, personal word book, have a go books)
- recognize most misspelled words and attempt corrections
- include all the correct letters but may sequence them incorrectly (e.g. shose/shoes, thier/their, recieve/receive)
- begin to make spelling generalizations (e.g. use some double letters correctly)
- begin to use knowledge of word parts (e.g. prefixes, suffixes, compound words)

Stage Fifteen

Reading

Reading is purposeful and automatic. Readers are only aware of reading strategies being employed when encountering difficult text or reading for a specific purpose. They are able to compare and contrast different texts. They draw on evidence from their own experience to challenge or question the text.

Comprehension and Understanding

Students:

- demonstrate comprehension of texts by:
 - explaining how the main idea and supporting information relate to the author's purpose and the intended audience
 - selecting events from a text to suit a specific audience
 - linking ideas, both explicit and implicit, in a text
- comprehend text that is abstract and removed from personal experience
- compare information presented in different texts about the same topic
- can justify own interpretation of a text
- recognise and discuss the elements and purposes of different text structures e.g. reports, procedures and narratives
- reflect on and discuss issues and topics that have emerged when reading
 - challenge and criticise texts and topics, offering supportive evidence
 - organise logical responses to a text
 - select relevant information for own purpose
 - identify and synthesise own point of view
 - draw conclusions to texts and generalise about information extracted from them

Reading Skills

Students:

- synthesise three spoken syllables into a known word e.g. "dis", "a" and "point"
- identify the sound patterns shared by two and three syllable spoken words e.g. "tion" appears in protection and action

- link a short paragraph with a diagram or set of diagrams
- read and comment critically on materials in the media for example news items and advertisements, identifying techniques and features designed to influence readers
- apply basic research skills effectively such as identifying informational needs, using knowledge of library organisation and text organisation and extracting relevant information from database, catalogue or book
- locate and evaluate appropriateness of texts and information in texts in terms of purpose and audience e.g. validity, bias.

Decoding Strategies

Students:

- use strategies for reading texts with unfamiliar vocabulary and/or textual features such as captions for illustrations
- use a range of strategies automatically when constructing meaning from text
 - self-corrects
 - re-reads
 - reads-on
 - slows down
 - sub-vocalises
- use word identification strategies appropriately and automatically when encountering unknown words:
 - knowledge of graphophonics
 - knowledge of word patterns
 - knowledge of word derivations, morphographs, prefixes, suffixes and syllabification

Communication

Speaking- Expressive

Students communicate effectively by sharing ideas, offering advice, opinion and information. Students react to the contributions of others. Students recognise that language is adapted to meet social, situations and educational needs. They demonstrate an ability to develop a topic in curriculum related situations e.g. reporting, describing and comparing. Students interpret texts from their own point of view and draw conclusions.

Language of Social Interaction

Students:

- refine their use of appropriate facial expressions and gestures to communicate ideas, feelings and information
- take into account another's point of view e.g. I agree that McDonalds is bad for you but we are having it for lunch because we like it
- use appropriate social conventions e.g. addressing others appropriately
- constructively respond to verbal and non-verbal audience feedback e.g. by rephrasing for clarification

Language and Literacy

Students:

- recognise subtle differences in words e.g. shimmery/ shiny/ cross/ angry
- use similes and metaphors to enhance meaning
- demonstrate knowledge of language structure e.g. uses conjunctions effectively to express relationships between ideas; maintains and manipulates tones and mood appropriately; provides referents when using pronouns
- identify main ideas and some supporting details in spoken and multimodal texts

- demonstrate evidence of planning during recounts
- add appropriate elaboration and detail to recounts and describes events, objects and concepts outside immediate experience e.g. community news
- add evaluative comments to enhance spoken presentations e.g. I believe that recycling is important and we all need to take it more seriously
- describe the setting events and characters of stories / films / TV / dramas succinctly
- describe the significant content of stories, TV dramas and films succinctly
- retell stories of some complexity individually or in groups
- make comparisons between narratives and informational texts
- participate in discussions, conversations and formal presentations
- actively contribute to the preparation and presentation of performances when working with small groups.

Language and Thinking

Students:

- offer definitions of words, usually by functions
- consider possible cause/effect relationships and justify the most appropriate e.g. "At first I thought it was the slope that increased the car speed but it could also be the smooth surface of the track."
- use language for puns, jokes, riddles and sarcasm
- demonstrate clear shape and organisation with introduction and conclusion in aural presentations

Listening- Receptive

Students develop reason and logic by attempting to draw conclusions, make inferences, justify and explain statements; asking questions and seeking confirmation. Students listen to evaluate, draw inferences and make judgements.

Students:

- attentively listen and appropriately respond to spoken and multimodal texts that include unfamiliar ideas and information.
- evaluate the consistency of information across several sentences
- initiate questions to gain clarification or further information
- listen carefully to other people's opinions, take their views into accounts, questions to clarify and responds appropriately
- listen to evaluate, draw inferences and make judgements
- rephrase spoken text to clarify meaning when questioned by listeners

Writing

Writing

Students:

- use texts for different audiences and purposes in print and electronic forms
- use strategies for planning (e.g. using models of others' writing or mind mapping)
- delete/add information when editing
- include graphic images and information in print and electronic texts
- organise main and subordinate ideas when writing about a topic
- use vocabulary, text structures and visual features for effective communication
- maintain plot, characters and setting throughout long texts

- use a range of strategies for planning, revising and publishing own written texts
- identify relevant information from a variety of sources before writing
- transfer information from reading to writing (e.g. takes notes for project)
- brainstorm to elicit ideas and information before writing
- plan writing using notes, lists or diagrams or other relevant information
- set and monitor goals for writing
- use knowledge of other texts as models for writing
- reread and revise while composing
- have the ability to fill in forms with personal information – name, address, date of birth, phone number, email address, Medicare number / Centrelink number, personal signature, emergency contact number and next of kin

Spelling

Students:

- demonstrate knowledge about spelling patterns, (morphemic, visual and phonic patterns)
- spell inflectional endings (e.g.....tion,ious,ight) conventionally
- represent all syllables when spelling a word (e.g. uncontrollably/uncontrollably)
- use more difficult homonyms and homophones correctly (e.g. sore/soar, pour/poor, board/bored)
- are aware of the importance of standard spelling for published work
- demonstrate willingness to use a range of resources
- have an interest in words and enjoy using them
- recognize if a word doesn't look right and self-correct