English Progression Points: Year 2 – 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 – Year 2 – v8.0**

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| **Year 2 Achievement Standard**  **Receptive modes (listening, reading and viewing)**  By the end of Year 2, students [understand](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand) how similar texts share characteristics by identifying text structures and language features used to [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) characters and events, or to communicate factual information. (ER2.1) They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide extra information. (ER2.2) They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context. (ER2.3) They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. (ER2.4) They [identify](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify) literal and implied meaning, main ideas and supporting detail. (ER2.5) Students make connections between texts by comparing content. (ER2.6) They listen for particular purposes. (ER2.7) They listen for and [manipulate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate) sound combinations and rhythmic sound patterns. (ER2.8)  **Productive modes (speaking, writing and creating)**  When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. (EP2.1) They [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) their preferences for aspects of texts using other texts as comparisons. (EP2.2) They create texts that show how images support the meaning of the text. (EP2.3) Students create texts, drawing on their own experiences, their imagination and information they have learnt. (EP2.4) They use a variety of strategies to engage in group and class discussions and make presentations. (EP2.5) They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. (EP2.6) They use punctuation accurately, and write words and sentences legibly using unjoined upper- and lower-case letters. (EP2.7) | | | | | |
| **Strand / mode** | **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** [**understand**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Understand)**how similar texts share characteristics by identifying text structures and language features used to**[**describe**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) **characters and events, or to communicate factual information. (ER2.1)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1463*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1463)  [*ACELA1464*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1464)   * Expressing and developing ideas   *[ACELA1468](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1468)*  [*ACELA1469*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1469)  **Literature:**   * Literature and context   [*ACELT1587*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1587)   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)  **Literacy:**   * Interpreting, analysing, evaluating   [*ACELY1668*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1668)  ***Listening and reading***  1 & 5 | They understand how similar texts share characteristics by, **with explicit prompts**:   * identifying text structures e.g.   + common stages of a narrative (an orientation, a complication and a resolution)   + repeated and cumulative patterns in stories * identifying language features used to describe characters, settings and events e.g.   + nouns and noun groups used to describe characters, settings and events   + verbs used to describe actions   + adjectives used to describe qualities   + adverbs used to add details about where, when, how   + phrases and words used to describe sequence e.g. before, then   + punctuation used for questions and exclamations | They understand how similar texts share characteristics by, **with prompts**:   * identifying text structures e.g.   + common stages of a narrative (an orientation, a complication and a resolution)   + repeated and cumulative patterns in stories * identifying language features used to describe characters, settings and events e.g.   + nouns and noun groups used to describe characters, settings and events   + verbs used to describe actions   + adjectives used to describe qualities   + adverbs used to add details about where, when, how   + phrases and words used to describe sequence e.g. before, then   + **cause and effect patterns**   + **literary language e.g. Ónce there lived …..**   + punctuation used for questions and exclamations | They understand how similar texts share characteristics by:   * identifying text structures e.g.   + common stages of a narrative (an orientation, a complication and a resolution)   + repeated and cumulative patterns in stories * identifying language features used to describe characters, settings and events e.g.   + nouns and noun groups used to describe characters, settings and events   + verbs used to describe actions   + adjectives used to describe qualities   + adverbs used to add details about where, when, how   + phrases and words used to describe sequence e.g. before, then   + **words and phrases** **used to describe the emotions and nature of characters**   + cause and effect patterns   + **compare – contrast patterns**   + literary language   + **word associations within and across paragraphs**   + punctuation used for questions and exclamations | They understand how similar texts share characteristics by:   * **comparing text structures** e.g.   + **identifying differences and similarities between an imaginative text and an informative text** * **comparing language features** used to describe characters, settings and events e.g.   + **explaining why particular words and phrases might have been chosen** to describe the appearance, actions, emotions and nature of characters   + **comparing the words and phrases** used to describe characters, settings and **events in moral and teaching stories from two cultures**   + **comparing the language features** used in two or more versions of the **same story by different authors**   + **identifying and explaining some language features that make a text exciting or entertaining** | They understand how similar texts share characteristics by:   * **comparing text structures** e.g.   + **describing** differences and similarities between an imaginative text, an informative text and a persuasive text   + **explaining how the structure helps the text achieve its purpose** * **comparing language features** used to describe characters, settings and events e.g.   + explaining why particular words and phrases might have been chosen to describe the appearance, actions, emotions and nature of characters   + **comparing the words and phrases** used to describe characters, settings and events in **Dreaming stories**   + **comparing the language features** used in two or more versions of the same story **from different cultures**   + **identifying and explaining some language features chosen to support the author’s point of view** |
| **Relevant part of the Achievement Standard** | * **They**[**identify**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Identify)**literal and implied meaning… (ER2.5)** * **They listen for particular purposes. (ER2.7)** | | | | |
| **Literature:**   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)  **Literacy:**   * Interacting with others   [*ACELY1666*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1666)   * Interpreting, analysing, evaluating   *[ACELY1669](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1669)*  [*ACELY1670*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1670)  ***Listening and reading***  2 | **With explicit prompts**, they identify literal and implied meaning. For example, they:   * answer literal questions about imaginative and informative texts * identify where the literal information is in the text * make simple **inferences** from information in the text **about characters’ actions and motives** * **predict likely events in narratives** | **With prompts**, they identify literal and implied meaning. For example, they:   * answer literal questions about imaginative and informative texts * identify where the literal information is in the text * make simple **inferences** from information in the text **about characters’ relation ships, feelings and motives** * predict likely events in narratives * **provide a basic explanation of their inferences** with reference to vocabulary and images. | They identify literal and implied meaning. For example, they:   * **explain the difference** between a literal and an inferential question. * predict likely events in narratives and explain their reasoning * **draw on the text and their world knowledge to explain literal information** in the text * **draw on the text and their world knowledge when explaining their inferences** about characters, settings, events, motives and ideas | They identify literal and implied meaning. For example, they:   * **construct literal and inferential questions** * predict likely events in narratives and explain their reasoning * **refer to language features, images and possible comparisons in their explanations** * draw on the text and their world knowledge to explain literal information in the text * draw on the text and their world knowledge when explaining their inferences about characters, settings, events, motives and ideas | They identify literal and implied meaning. For example, they:   * construct literal and inferential questions * **summarise the literal and inferred meaning of texts** * refer to language features, images and possible comparisons in their explanations * **compare authors’ differing points of view on a topic or their depiction of a character** * **draw on both literal and inferential information to explain their opinion** * predict likely events in narratives and explain their reasoning * draw on the text and their world knowledge to explain literal information in the text * draw on the text and their world knowledge when explaining their inferences about characters, settings, events, motives and ideas |
| **Relevant part of the Achievement Standard** | * **…main ideas and supporting detail.** **(ER2.5)** * **They listen for particular purposes. (ER2.7)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1463*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1463)  [*ACELA1464*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1464)  [*ACELA1465*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)  [*ACELA1466*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1466)  **Literature:**   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)  **Literacy:**   * Interacting with others   [*ACELY1666*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1666)   * Interpreting, analysing, evaluating   [*ACELY1669*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1669)  [*ACELY1670*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1670)  ***Listening and reading***  3 | **With explicit prompts**, they identify main ideas and supporting detail. For example, they:   * locate **most main ideas** in imaginative and informative texts * locate **some descriptive details within a paragraph** * **attempt to use** some features of text organisation such as an alphabetical index, screen layout or diagram to locate information * **describe most of the main ideas and a few supporting details.** | **With prompts**, they identify main ideas and supporting detail. For example, they:   * locate most main ideas in imaginative, informative and **persuasive texts** * locate **some descriptive details** within and **between paragraphs** * attempt to use some features of text organisation such as an alphabetical index, screen layout or diagram to locate information * **describe the main ideas and a few supporting details.** | They identify main ideas and supporting detail. For example, they:   * locate **all** the main ideas in imaginative, informative and persuasive texts * locate **descriptive details** within and between paragraphs * **describe connections between events** * **use some features** of text organisation such as an alphabetical index, screen layout or diagram to locate information * **identify names of people and places from the use of capital letters** * **describe the main ideas and relevant supporting details.** | They identify main ideas and supporting detail. For example, they:   * locate all the main ideas in imaginative, informative and persuasive texts * locate descriptive details within and between paragraphs * **describe connections between** events and **characters** * use some features of text organisation such as an alphabetical index, screen layout or diagram to locate information * **use features of text structure** such as the stages of a story, to help locate information * **use word associations** (e.g. tiger, predator, large cat, she) to identify details * identify names of people and places from the use of capital letters * **locate lists of things and attributes from the use of commas** * **explain a few strategies** for locating main ideas and supporting details. | They identify main ideas and supporting detail. For example, they:   * locate all the main ideas in imaginative, informative and persuasive texts * locate descriptive details within and between paragraphs * describe connections between events and characters and **make connections to events and characters outside the text** * use some features of text organisation such as an alphabetical index, screen layout or diagram to locate information * use features of text structure such as the stages of a story, to help locate information * **use** word associations and **synonyms** (e.g. big, huge, large, enormous) to identify details * identify names of people and places from the use of capital letters * locate lists of things and attributes from the use of commas * explain in detail, strategies for locating main ideas and supporting details. |

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| **Relevant part of the Achievement Standard** | * **Students make connections between** [**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) **by comparing content.** **(ER2.6)** * **They listen for particular purposes. (ER2.7)** | | | | |
| **Literature:**   * Responding to literature   [*ACELT1589*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1589)  [*ACELT1590*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1590)   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)  **Literacy:**   * Texts in context   [*ACELY1665*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1665)   * Interpreting, analysing, evaluating   [*ACELY1670*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1670)  ***Listening and reading***  4 | **With explicit prompts**, they make connections between texts by comparing content. For example they:   * compare the features in **two** imaginative texts, identifying similarities and differences in:   + characters   + settings (place)   + plots * compare **two** versions of the same story or topic by different authors * **attempt to explain** **some of** their comparisons with reference to:   + the vocabulary and images in the texts   + their own experiences * draw on factual information and **attempt to draw on inferences** in making comparisons. | **With prompts**, they make connections between texts by comparing content. For example they:   * compare the features in **two** imaginative texts, identifying similarities and differences in:   + characters   + settings (place)   + plots * compare **two** versions of the same story or topic by different authors * **explain some of** their comparisons with reference to:   + the vocabulary and images in the texts   + their own experiences * draw on **both factual information and inferences** in making comparisons. | They make connections between texts by comparing content. For example they:   * compare the features in **two or more** imaginative texts, identifying similarities and differences in:   + characters   + settings (place)   + plots * compare **two or more** versions of the same story or topic by different authors * **compare the emotional content** of two texts and how the authors have conveyed emotions * **explain their comparisons** with reference to:   + the vocabulary and images in the texts   + their own experiences * draw on both factual information and inferences in making comparisons. | They make connections between texts by comparing content. For example they:   * compare the features in two or more imaginative texts, identifying similarities and differences in:   + characters   + settings (place and **time**)   + plots   + **devices such as magic powers and time shifts** * compare two or more versions of the same story or topic by different authors * compare the emotional content of two texts and how the authors have conveyed emotions * **explain** their comparisons **in detail** with reference to:   + the vocabulary and images in the texts   + their own experiences * the vocabulary and images in the texts * **use compare – contrast language patterns** in their explanations * draw on both factual information and inferences in making comparisons. | They make connections between texts by comparing content. For example they:   * compare the features in two or more imaginative texts, identifying similarities and differences in:   + characters   + settings (place and time)   + plots   + devices such as magic powers and time shifts * compare two or more versions of the same story or topic by different authors or **from different cultures** * **compare ways of describing physical features of the landscape** in Aboriginal stories with descriptions from other cultures * compare the emotional content of two texts and how the authors have conveyed emotions * **compare two authors’ points of view** on a topic or in a story * explain their comparisons in detail with reference to the text and their own experiences * use compare – contrast language patterns in their explanations * draw on both factual information and inferences in making comparisons * **refer to additional texts** in their explanations. |

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| **Relevant part of the Achievement Standard** | **Students** [**read**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=read)[**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) **that contain varied** [**sentence**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=sentence) **structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.** **(ER2.2)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1465*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)  [*ACELA1466*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1466)   * Expressing and developing ideas   [*ACELA1467*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)  [*ACELA1470*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1470)   * Phonics and word knowledge   [*ACELA1472*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1472)  [*ACELA1474*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1474)  **Literacy:**   * Interpreting, analysing, evaluating   [*ACELY1669*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1669)  [*ACELY1670*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1670)  ***Reading***  6 | With **some explicit prompts**, they read with **developing fluency**, texts that contain:   * **familiar** sentence structures * **a few items of unfamiliar** vocabulary * a significant number of high frequency sight words * **images that match** the text. | With **a few prompts**, they read with **developing fluency**, texts that contain:   * **varied** sentence structures * **some unfamiliar** vocabulary * a significant number of high frequency sight words * **images that provide additional information**. | They read with **fluency**, texts that contain:   * varied sentence structures * some unfamiliar vocabulary * a significant number of high frequency sight words * images that provide additional information. | They read with fluency and **intonation**, texts that contain:   * varied sentence structures * **information presented in sections** * some unfamiliar vocabulary including **technical vocabulary related to topics explored in the classroom** * a significant number of high frequency sight words * images that provide additional information. | They read with fluency, intonation and **phrasing**, texts that contain:   * varied sentence structures * **chapters** * some unfamiliar vocabulary including **technical vocabulary related to topics explored in the classroom and unusual words** * high frequency sight words * images that provide additional information * **infrequent images in some texts**. |
| **Relevant part of the Achievement Standard** | * **They monitor meaning and self-correct using knowledge of phonics, syntax, punctuation, semantics and context.** **(ER2.3)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1463*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1463)  [*ACELA1465*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)   * Expressing and developing ideas   [*ACELA1467*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)   * Phonics and word knowledge   [*ACELA1471*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1471)  [*ACELA1472*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1472)  [*ACELA1474*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1474)  **Literacy:**   * Interpreting, analysing, evaluating   [*ACELY1669*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1669)  [*ACELY1670*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1670)  ***Reading***  7 | **With explicit prompts**, they **usually** monitor meaning and self-correct, **using information** from the following sources **in isolation**:   * context e.g. knowing that they are reading a report of a scientific investigation about combining materials * prior knowledge e.g. what they already know about frogs * punctuation e.g. capital letters are used to start sentences and also for the names of people and places * language and grammar e.g. knowing that ‘because’ signals a cause and effect relationship; knowing common vocabulary related to plants, knowing the structure of a report * phonic knowledge e.g. using sound-letter knowledge of long vowels to decode an unfamiliar word. | **With prompts**, they **usually** monitor meaning and self-correct, **integrating information from a few** of the following sources:   * context e.g. knowing that they are reading a report of a scientific investigation about combining materials * prior knowledge e.g. what they already know about frogs * punctuation e.g. capital letters are used to start sentences and also for the names of people and places * language and grammar e.g. knowing that ‘because’ signals a cause and effect relationship; knowing common vocabulary related to plants, knowing the structure of a report * phonic knowledge e.g. using sound-letter knowledge of long vowels to decode an unfamiliar word.   They:   * attempt to explain briefly why they self-corrected and how they worked out the correct word. | They monitor meaning and self-correct, **integrating information from most** of the following sources:   * context e.g. knowing that they are reading a report of a scientific investigation about combining materials * prior knowledge e.g. what they already know about frogs * punctuation e.g. that commas separate a list of similar information * language and grammar e.g. knowing that ‘because’ signals a cause and effect relationship; knowing common vocabulary related to plants, knowing the structure of a report * phonic knowledge e.g. using sound-letter knowledge of long vowels to decode an unfamiliar word.   They:   * predict as they read * explain briefly why they self-corrected and how they worked out the correct word. | They monitor meaning and self-correct, **integrating information** from the following sources:   * context e.g. knowing that they are reading a report of a scientific investigation about combining materials * prior knowledge e.g. what they already know about frogs * punctuation e.g. that commas separate a list of similar information * language and grammar e.g. knowing that ‘because’ signals a cause and effect relationship; knowing common vocabulary related to plants, knowing the structure of a report * phonic knowledge e.g. using sound-letter knowledge of long vowels to decode an unfamiliar word.   They:   * predict and ask and answer questions of themselves as they read * explain with detail why they self-corrected and how they worked out the correct word. | They monitor meaning and self-correct, **integrating information** from the following sources:   * context e.g. knowing that they are reading a report of a scientific investigation about combining materials * prior knowledge e.g. what they already know about frogs * punctuation e.g. that commas separate a list of similar information * language and grammar e.g. knowing that ‘because’ signals a cause and effect relationship; knowing common vocabulary related to plants, knowing the structure of a report * phonic knowledge e.g. using sound-letter knowledge of long vowels to decode an unfamiliar word.   They:   * predict and ask and answer questions of themselves as they read * summarise and review for meaning * explain with detail, their strategies for monitoring and maintaining meaning. |
| **Relevant part of the Achievement Standard** | * **They use knowledge of a wide variety of letter-sound relationships to read words of one or more syllables with fluency. (ER2.4)** | | | | |
| **Language:**   * Phonics and word knowledge   [*ACELA1474*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1474)  [*ACELA1823*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1823)  [*ACELA1824*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1824)  [*ACELA1825*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1825)  ***Reading*** | With **some explicit prompts**, they use knowledge of letter-sound relationships to read with **developing fluency,** words of one or more syllables through blending/ segmenting/ deleting phonemes, morphemes and syllables | With **a few prompts**, they use knowledge of many letter-sound relationships to read with **developing fluency**, words of one or more syllables through blending/ segmenting/ deleting phonemes, morphemes and syllables | They use knowledge of a wide variety of letter-sound relationships to read with **fluency,** words of one or more syllables through blending/ segmenting/ deleting phonemes, morphemes and syllables | They use knowledge of a wide variety of letter-sound relationships to read with fluency and **intonation**, words of one or more syllables through blending/ segmenting/ deleting phonemes, morphemes and syllables | They use knowledge of a wide variety of letter-sound relationships to read with fluency, intonation and **phrasing**, words of one or more syllables through blending/ segmenting/ deleting phonemes, morphemes and syllables |
| **Relevant part of the Achievement Standard** | * **They listen for and**[**manipulate**](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Manipulate)**sound combinations and rhythmic sound patterns.** **(ER2.8)** | | | | |
| **Language:**   * Phonics and word knowledge   [*ACELA1471*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1471)  **Literature:**   * Examining literature   [*ACELT1592*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1592)  ***Listening (speaking and writing)***  9 | With **explicit prompts** they listen for and manipulate sound combinations and rhythmic sound patterns, including:   * onset and rime (e.g. sl/eep; thr/ow) * word family collections (e.g. words starting with ‘sh’; words ending with ‘ck’ or ‘ay’) * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * long vowels (e.g. moon, seed, life) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).   For example, they:   * **break words into phonemes** (e.g. pl-a-te) * **replace sounds in words** * **identify rhymes in familiar poems and songs** (e.g. play – tray, my - fly). | With **prompts** they listen for and manipulate sound combinations and rhythmic sound patterns, including:   * onset and rime (e.g. sl/eep; thr/ow) * word family collections (e.g. words starting with ‘sh’; words ending with ‘ck’ or ‘ay’) * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * long vowels (e.g. moon, seed, life) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).   For example, they:   * break words into phonemes (e.g. pl-a-te) * replacesounds in words * identify rhymes in familiar poems and songs (e.g. play – tray, my - fly). * **substitute new rhyming words**. | They listen for and manipulate sound combinations and rhythmic sound patterns, including:   * onset and rime (e.g. sl/eep; thr/ow) * word family collections (e.g. words starting with ‘sh’; words ending with ‘ck’ or ‘ay’) * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * common long vowels (e.g. moon, seed) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).   For example, they:   * break words into phonemes (e.g. pl-a-te) * replacesounds in words * **identify rhymes in songs and chants from other cultures** * substitute new rhyming words * **clap and separate syllables in two and three syllable words.** | They listen for and manipulate sound combinations and rhythmic sound patterns, including:   * onset and rime (e.g. sl/eep; thr/ow) * word family collections (e.g. words starting with ‘sh’; words ending with ‘ck’ or ‘ay’) * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * common long vowels (e.g. moon, seed) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).   For example, they:   * break words into phonemes (e.g. pl-a-te). * replacesounds in words * identify rhymes in songs and chants from other cultures * substitute new rhyming words * **create chants and songs with rhymes** * clap and separate syllables in two and three syllable words * **describe** the sounds they hear. | They listen for and manipulate sound combinations and rhythmic sound patterns, including:   * onset and rime (e.g. sl/eep; thr/ow) * word family collections (e.g. words starting with ‘sh’; words ending with ‘ck’ or ‘ay’) * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * common long vowels (e.g. moon, seed) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played).   For example, they:   * break words into phonemes (e.g. pl-a-te). * replacesounds in words * identify rhymes in songs and chants from other cultures * substitute new rhyming words * create chants, songs and **poems** with rhymes * clap and separate syllables in two and three syllable words * **describe what they have done after substituting sounds or creating rhyming texts.** |

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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 |
| * *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* |
| **Productive modes (speaking, writing and creating)** | | | | | |
| **Relevant part of the Achievement Standard** | * **When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. (EP2.1)** | | | | |
| **Language:**   * Language variation and change   [*ACELA1460*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1460)   * Language for interaction   [*ACELA1461*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1461)   * Expressing and developing ideas   [*ACELA1467*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)  [*ACELA1468*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1468)  [*ACELA1470*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1470)  **Literacy:**   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  ***Speaking***  10 | When discussing their ideas and experiences, **with explicit prompts** they:   * use everyday language features such as:   + **simple sentences**   + **present and past tense**   + **noun groups**   + **prepositions** * use **a few items of topic-specific vocabulary** * use compound sentences with the connectives ***and, but*****to** **link ideas** | When discussing their ideas and experiences, **with prompts** they:   * use everyday language features **accurately** such as:   + simple sentences   + present and past tense   + noun groups   + prepositions * use **common** topic-specific vocabulary * use compound sentences with the connectives ***and*, *but, so* to link ideas** | When discussing their ideas and experiences, they:   * use everyday language features accurately such as:   + simple sentences   + present and past tense   + noun groups   + prepositions   + **cause and effect sentence structures** (e.g. We put the ice in the sun. It melted because the sun made it hot.) * use topic-specific vocabulary **related to class topics** * use compound sentences **with two or more clauses** to link ideas * **choose vocabulary to suit their purpose** e.g. choose adjectives that describe a character’s appearance or nature. | When discussing their ideas and experiences, they:   * use everyday language features accurately such as:   + simple sentences   + present and past tense   + noun groups   + prepositions   + **adverbs**   + cause and effect sentence structures   + **compare – contrast structures** (e.g. House cats and tigers are both members of the cat family. They are both good hunters, but they hunt different things. Tigers hunt medium size animals like deer, while house cats hunt small animals like mice and lizards. * use **more unusual** topic-specific vocabulary related to class topics, such as ‘herbivore * use compound sentences with two or more clauses to link ideas * **use complex sentences to provide additional information’** * **choose vocabulary to suit their** purpose and **audience** e.g. choose verbs to make an account exciting e.g. It spun around and slammed into the door. | When discussing their ideas and experiences, they:   * use everyday language features accurately such as:   + simple sentences   + present and past tense   + noun groups   + prepositions   + adverbs   + cause and effect sentence structures   + compare – contrast structures   + **whole-part structures** (e.g. The sun has eight planets rotating around it. Earth is the only planet that has life on it.) * use topic-specific vocabulary related to **researched topics of personal interest** * use compound sentences with two or more clauses to link ideas * use complex sentences to provide additional information’ * choose vocabulary to suit their purpose and audience * **explain the reasons** for particular vocabulary choices. |
| **Relevant part of the Achievement Standard** | * **They explain their preferences for aspects of** [**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) **using other** [**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) **as comparisons. (EP2.2)** | | | | |
| **Language:**   * Language for interaction   [*ACELA1462*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1462)  **Literature:**   * Literature and context   [*ACELT1587*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1587)   * Responding to literature   [*ACELT1589*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1589)  [*ACELT1590*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1590)   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)  **Literacy:**   * Texts in context   [*ACELY1665*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1665)  Interacting with others  [*ACELY1666*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1666)  ***Speaking***  11 | **With explicit prompts**, they explain their preferences for aspects of texts using other texts as comparison. For example, they:   * provide **a piece of evidence** to support their preference * **compare two versions** of the **same topic by different authors** * describe similarities and differences between versions * describe preferences for features such as:   + style of illustrations   + type of character   + animals behaving as humans   + actions or events * discuss preferences for imaginative and informative texts. | **With prompts**, they explain their preferences for aspects of texts using other texts as comparison. For example, they:   * provide **two or more pieces** **of evidence** to support their preference * compare two versions of the same topic by different authors * describe similarities and differences between versions * describe preferences for features such as:   + style of illustrations   + type of character   + animals behaving as humans   + actions or events * **discuss preferences for stories about people whose lives are like or unlike their own** * discuss preferences for imaginative and informative texts. | They explain their preferences for aspects of texts using other texts as comparison. For example, they:   * provide two or more pieces of **detailed evidence** to explain their preference * compare two versions of the same topic by different authors * describe similarities and differences between versions * describe preferences for features such as:   + style of illustrations   + type of character   + animals behaving as humans   + **type of setting**   + actions or events   + **magic powers**   + **excitement or humour**   + **use of vocabulary** * discuss preferences for stories about people whose lives are like or unlike their own * discuss preferences for imaginative and informative texts. | They explain their preferences for aspects of texts using other texts as comparison. For example, they:   * **respectfully voice disagreement** * **clearly explain** their point of view, using two or more pieces of **detailed evidence within the text** * compare two versions of the same topic by different authors * **compare** two versions of the **same topic from different cultures** * **compare** two versions ofa **moral** or teaching **story from different cultures** * describe similarities and differences between versions * describe preferences for features such as:   + style of illustrations   + type of character   + animals behaving as humans   + type of setting   + actions or events   + magic powers   + excitement, humour, **sadness, fear**   + **use of vocabulary, particularly verbs and adjectives** * discuss preferences for stories about people whose lives are like or unlike their own * **discuss preferences for stories set in familiar or unfamiliar worlds** * discuss preferences for imaginative, informative and **persuasive** texts. | They explain their preferences for aspects of texts using other texts as comparison. For example, they:   * respectfully voice disagreement * **clearly explain** their point of view, using **three or more pieces of detailed evidence** from within the texts and **drawing on world knowledge beyond their personal experience** * compare **three or more versions** of the same topic by **different authors** * compare **two or more versions** of the same topic from **different cultures** * compare **two or more versions** of a moral or teaching story from different cultures * describe similarities and differences between versions * describe preferences for features such as:   + style of illustrations   + type of character   + animals behaving as humans   + type of setting   + actions or events   + magic powers   + excitement, humour, sadness, fear   + **use of vocabulary, particularly** verbs, adjectives and **adverbs** * discuss preferences for stories about people whose lives are like or unlike their own * discuss preferences for stories set in familiar or unfamiliar worlds * discuss preferences for imaginative, informative and persuasive texts * discuss preferences for differences in the **author’s point of view**. |
| **Relevant part of the Achievement Standard** | * **They use a variety of strategies to engage in group and class discussions… (EP2.5)** | | | | |
| **Language:**   * Language for interaction   [*ACELA1461*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1461)  **Literacy:**   * Interacting with others   [*ACELY1789*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1789)  ***Speaking***  12 | They use a variety of strategies to engage in group and class discussions. For example, they:   * **interact** in pair, group and class discussions.   **With explicit prompts**, they:   * **use common interaction conventions** including turn-taking, asking questions and **making comments** * speak clearly with appropriate volume * **use positive body language** to show interest. | They use a variety of strategies to engage in group and class discussions. For example, they:   * interact in pair, group and class discussions   **With prompts**, they:   * **use common interaction conventions** including turn-taking when responding, **asking when, why and how questions** and making comments * **stay on the topic** * speak clearly with appropriate volume * use positive body language to show interest * **use appropriate language to ask for information** * **attempt correct pronunciation of new vocabulary.** | They use a variety of strategies to engage in group and class discussions. For example, they:   * interact in pair, group and class discussions * **initiate a topic** * use a range of interaction conventions including **being attentive,** turn-taking, asking open questions, making comments and **providing useful feedback** * use appropriate language to ask for information * speak clearly with appropriate volume, **intonation** and body language * **adjust communication to suit their audience** * **use appropriate forms of address for visitors** * attempt correct pronunciation of new vocabulary, **particularly content-specific vocabulary.**   They **identify** some of the **communication strategies** they use. | They use a variety of strategies to engage in group and class discussions. For example, they:   * interact in pair, group and class discussions * use a range of interaction conventions including turn-taking, asking open questions, making comments, **respectfully disagreeing**, **attempting to involve others, checking understanding** and providing useful **feedback to clarify and extend other’s ideas** * use appropriate language to ask for information * speak clearly with appropriate volume, intonation and body language * **adjust communication to suit** their audience and **purpose** * use appropriate forms of address for visitors * **use appropriate language to ask for directions** * attempt correct pronunciation of new vocabulary, particularly content-specific vocabulary.   They **describe** some of the **communication strategies** they use. | They use a variety of strategies to engage in group and class discussions. For example, they:   * interact in pair, group and class discussions * use a range of interaction conventions including turn-taking, asking open questions, making comments, respectfully disagreeing, attempting to involve others, checking understanding, providing useful feedback to clarify and extend other’s ideas, **paraphrasing, respectfully providing alternative ideas and making connections to other contributions or personal experiences** * use appropriate language to ask for information * speak clearly with appropriate volume, intonation and body language * adjust communication to suit their audience and purpose * use appropriate forms of address for visitors * use appropriate language to ask for directions * attempt correct pronunciation of new vocabulary, particularly content-specific vocabulary.   They **explain why** they used some communication strategies. |
| **Relevant part of the Achievement Standard** | * **… and make presentations. (EP2.5)** | | | | |
| **Language:**   * Language for interaction   [*ACELA1461*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1461)  **Literacy:**   * Interacting with others   [*ACELY1667*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1667)   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  ***Speaking***  13 | They use a variety of strategies to make presentations. For example, with **explicit prompts**, they:   * **plan their presentations with:**   + **several connected ideas**   + **an opening statement**   + **generally everyday language but occasional content-specific vocabulary**   + **a visual aid** * **provide a simple explanation of how to do or make something** * **recount the main sequence of events** in an experience * make presentations with **with clear speech** and **appropriate volume**. | They use a variety of strategies to make presentations. For example, they:   * plan their presentations with:   + several connected ideas   + an opening statement   + **a concluding statement**   + **content-specific vocabulary** where relevant   + **relevant** visual aids * **report the results of group discussions** * provide a simple, **sequenced explanation** of how to do or make something * recount the main sequence of events in an experience **with relevant detail** * make presentations with clear speech, appropriate volume, and **eye contact** with the audience (if culturally appropriate). | They use a variety of strategies to make presentations. For example, they:   * plan their presentations with:   + several connected ideas   + an opening statement   + a concluding statement   + content-specific vocabulary where relevant   + **formal language of presentations rather than informal conversational language**   + relevant visual aids * report the results of group discussions * provide a simple, sequenced explanation of how to do or make something * recount the main sequence of events in an experience **with relevant detail** * make presentations with clear speech, appropriate volume, and **eye contact** with the audience (if culturally appropriate). * **attempt to choose information to interest or entertain their audience** * **explain** why they included particular information **with reference to the topic.** | They use a variety of strategies to make presentations. For example, they:   * plan their presentations with:   + connected ideas   + an opening statement   + a concluding statement   + content-specific vocabulary where relevant   + formal language of presentations   + a **variety** of relevant visual aids * **rehearse** their presentation * report the results of group discussions and **investigations** * provide a **detailed**, sequenced explanation of how to do or make something * recount the main sequence of events in an experience with **relevant detail for someone who did not share the experience** * make presentations with clear speech, appropriate volume, and eye contact with the audience (if culturally appropriate). * **use intonation** to interest or entertain their audience * **explain** why they chose particular information **with reference to their audience**. | They use a variety of strategies to make presentations. For example, they:   * **research a new topic** for a presentation * plan their presentations with:   + a **formal greeting to the audience**   + connected ideas   + an opening statement   + a concluding statement   + content-specific vocabulary   + formal language   + a variety of visual aids * rehearse their presentation and **incorporate feedback** * report the results of group discussions and investigations * provide a detailed, sequenced explanation of how to do or make something * recount the main sequence of events in an experience with relevant detail for someone who did not share the experience * make presentations with clear speech and appropriate volume and **body language** * use intonation to interest or entertain their audience * **choose vocabulary** **to interest their audience** * **explain how** they attempted to interest or entertain their audience. |
| **Relevant part of the Achievement Standard** | * **They** [**create**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create)[**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) **that show how images support the meaning of the** [**text**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text)**. (EP2.3)** | | | | |
| **Language:**   * Expressing and developing ideas   [*ACELA1469*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1469)  **Literature:**   * Literature and context   [*ACELT1587*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1587)   * Responding to literature   [*ACELT1590*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1590)   * Creating literature   [*ACELT1593*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1593)  **Literacy:**   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  [*ACELY1674*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1674)  ***Writing and creating***  14 | They create texts that show how images support the meaning of the text. For example, they:   * create **illustrations,** electronically or with materials,  **, that match their text** e.g. they draw a series of plants to show growth, as an illustration of an investigation. * create **illustrations,** electronically or with materials,  **that add detail** to their writing e.g. a picture of a pirate, clutching a box of treasure and carrying a raised sword; a labelled drawing of a frog. * **describe,** with **explicit prompts,** what they have put in their illustration to help the reader understand the written text. | They create texts that show how images support the meaning of the text. For example, they:   * create **illustrations,** electronically or with materials,  **appropriate for the text type**   + in imaginative texts the illustrations are not necessarily realistic; they have details giving clues about the setting and characters; they help tell the story   + in informative texts the illustrations are realistic, they could be drawings or photographs; they use labels   + in persuasive texts the illustrations draw the reader’s attention * **briefly describe, with prompts,** how their illustration helps the reader understand the written text. | They create texts that show how images support the meaning of the text. For example, they:   * create illustrations, electronically or with materials, appropriate for the text type e.g. include **labelled diagrams** **or maps** in informative texts to provide relevant details * **recreate narrative texts** imaginatively using art, performance or digital technology, **adding their own details about characters, settings and events** e.g. in an illustration using a digital drawing program; in a backdrop or puppet created for a puppet play * **create visual representations** of literary texts from Aboriginal, Torres Strait island or Asian cultures using digital technologies, arts or performance * **describe how their image or artefact represents** the characters, setting, events or information in the text. | They create texts that show how images support the meaning of the text. For example, they:   * create illustrations, electronically or with materials, appropriate for the text type * **create imaginative reconstructions of** stories and **poems**, using art, performance or digital technology, **adding their own details in their interpretations** of characters, settings and events * **experiment with the illustrative styles of different cultural contexts** to create visual representations of their literary texts, using digital technologies, arts or performance e.g. using Indonesian puppets, Japanese cartoon illustrations (anime & manga) * **construct an illustrated sequel to a known story** using digital technologies, arts or performance * create illustrations of **animals conveying human emotions** * **explain** why they included **particular features in their representations, with reference to the text, its purpose and its cultural context.** | They create texts that show how images support the meaning of the text. For example, they:   * create illustrations, electronically or with materials, appropriate for the text type * **retell known stories from a different point of view** using words and visual representationsthrough art, performance or digital technology * **experiment with recreating the styles of different** illustrators for depicting characters and events * **recreate literary texts from different cultural contexts** using appropriate illustrative styles * interpret **the emotional content** of texts in their illustrations * **explain** why they included **particular features of their visual representations, with reference** to the text, its purpose, its cultural context and **the intended audience.** |
| **Relevant part of the Achievement Standard** | * **Students** [**create**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=create)[**texts**](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text)**, drawing on their own experiences, their imagination and information they have learnt. (EP2.4)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1463*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1463)  [*ACELA1464*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1464)   * Expressing and developing ideas   [*ACELA1467*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1467)  [*ACELA1468*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1468)  **Literature:**   * Examining literature   [*ACELT1591*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)   * Creating literature   *[ACELT1833](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1833)*  **Literacy:**   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  ***Writing and speaking***  15 & 16 | **With explicit prompts**, they create texts, using speech, paper or electronic media, drawing on their own experiences, their imagination and information they have learned.  For example, they:   * **follow an example** of an appropriate text structure for their purpose * prepare a **brief plan** * **attempt to consider the audience** in their choice of information * **use sentences** that include a verb, noun group and adverbial phrase e.g. We went to the beach. * **use adjectives** to describe places, people or events   Their ***imaginative texts***:   * tell a story with   + a beginning   + a middle   + and an end * **have** characters and **a setting.**   Their ***informative texts***:   * **have an introductory statement on the topic** * provide brief information about what, where, how, what happens * sequence events or steps (in a procedure)   Their ***persuasive texts***:   * **begin with a statement of their opinion** * **briefly explain** why they think that, but not necessarily using facts. | **With prompts**, they create texts, using speech, paper or electronic media, drawing on their own experiences, their imagination and information they have learned.  For example, they:   * **select the appropriate text structure for the purpose** * prepare a brief plan e.g. a concept map or story board * attempt to consider the audience in their choice of information and vocabulary * use compound sentences * use adjectives to describe places, people or events * **use adverbs to provide details** of when, where and how   Their ***imaginative texts***:   * **use common literary beginnings** * tell a story with   + a beginning   + a middle   + and an end * have characters, a setting and **tell when it happened.**   Their ***informative texts***:   * have an introductory statement on the topic * provide brief information about what, where, **when**, how, **why**, what happens * **group similar pieces of information together** * sequence events or steps (in a procedure) * **conclude with a summary or personal reflection** * have **observational illustrations** when appropriate..   Their ***persuasive texts***:   * begin with a statement of their opinion * briefly explain why they think that, but not necessarily using facts * **conclude by briefly stating why other people should agree.**   They **attempt to explain** some of their language choices. | They create texts, using speech, paper or electronic media, drawing on their own experiences, their imagination and information they have learned.  For example, they:   * select the appropriate text structure for the purpose * **plan an outline** of their text * attempt to consider the audience in their choice of information and vocabulary * use compound sentences * use **conjunctions** to indicate relationships, particularly **cause and effect** * **use new descriptive vocabulary** * use adjectives and adverbs to provide relevant detail   Their ***imaginative texts***:   * **use common literary** beginnings and **endings** * **tell a story with**   + **a beginning**   + **a problem**   + **and a resolution** * **briefly describe** the characters, setting and when it happened.   Their ***informative texts***:   * have an introductory statement on the topic * provide **descriptive information** (with adjectives & adverbs) about what, where, when, how, why, what happens * **use relevant technical terms** * group similar pieces of information together * sequence events or steps (in a procedure) * conclude with a summary or personal reflection * have illustrations and labelled **diagrams or maps that add to** the text. * use **cause and effect** **patterns**   Their ***persuasive texts***:   * begin with a statement of their opinion * use **several facts** to explain why they think that * use **cause and effect** **patterns** (e.g. because, so) * conclude by briefly stating why other people should agree.   They **explain some** of their language choices. | They create texts, using speech, paper or electronic media, drawing on their own experiences, their imagination and information they have learned.  For example, they:   * select the appropriate text structure for the purpose * **research** and plan an outline of their text * **generally consider the purpose and audience** (both familiar and unfamiliar) in their choice of information and vocabulary * use compound and **complex sentences** * use **conjunctions** to indicate relationships, particularly cause and effect and **compare and contrast** * **use word associations** for cohesion * use **new** descriptive and **technical** vocabulary * use adjectives, adverbs and **unusual verbs** (e.g. scampered) to provide relevant detail   Their ***imaginative texts***:   * use common literary beginnings and endings * **tell a story with**   + **an orientation**   + **a complication that makes the story exciting or scary**   + **and a resolution that includes how the characters felt** * **describe with a little detail,** the characters, setting and when it happened.   Their ***informative texts***:   * have an introductory statement on the topic * provide **multiple pieces** of descriptiveinformation about what, where, when, how, why, what happens * use relevant technical terms * group similar pieces of information together in **paragraphs** * sequence events or steps * conclude with a summary or personal reflection * have illustrations and labelled diagrams or maps that **help explain** the text. * use cause and effect and **compare -contrast patterns**   Their ***persuasive texts***:   * begin with a statement of their opinion * use **several facts** to explain why they think that * **include a benefit** to readers * use cause and effect and **compare -contrast patterns** * conclude by briefly stating why other people should agree.   They **explain the reasons** for their **choice of details** and the **vocabulary** used, **drawing on their knowledge of the world and other texts**. | They create texts, using speech, paper or electronic media, drawing on their own experiences, their imagination and information they have learned.  For example, they:   * select the appropriate text structure for the purpose * research and plan an outline of their text * **consistently** consider the purpose and audience (both familiar and unfamiliar) in their choice of information and descriptive and technical vocabulary * use compound andcomplex sentences * use **conjunctions** to indicate relationships, particularly cause and effect, compare and contrast and **whole-part** * **use** word associations and **synonyms** for cohesion   Their ***imaginative texts***:   * use common literary beginnings and endings * tell a story with   + an orientation   + **more than one complication**   + **emotions** such as sadness, happiness, excitement, fear   + and a resolution that includes how the characters felt * **describe with detail,** the characters, setting and when it happened.   Their ***informative texts***:   * have an introductory statement on the topic * provide **multiple pieces** of descriptiveinformation about what, where, when, how, why, what happens * use relevant technical terms * group similar pieces of information together in **paragraphs** * sequence events or steps * **give examples and details** * conclude with a summary or personal reflection * have illustrations and labelled diagrams or maps that help explain the text. * use cause and effect, compare -contrastand **whole-part patterns**   Their ***persuasive texts***:   * begin with a statement of their opinion * use several facts to explain why they think that * **say why other ideas are wrong** * include a benefitto readers * use cause and effect, compare -contrastand **whole-part patterns** * conclude by briefly stating why other people should agree.   They **explain and evaluate** their choice of details and the vocabulary used, drawing on their knowledge of the world and other texts and **with reference to the reader and their purpose as a writer**. |
| **~~Relevant part of the Achievement Standard~~** | ***Not identified in the Year 2 Achievement Standard.*** | | | | |
| ***Language:***   * *Text structure and organisation*   [*ACELA1465*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)   * *Phonics and word knowledge*   [*ACELA1471*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1471)  [*ACELA1823*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1823)  ***Literacy:***   * *Creating texts*   [*ACELY1672*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1672)  ***Writing***  *17* | *With* ***explicit prompts****, they reread and edit texts for:*   * *spelling of* ***regularly spelled words*** * *sentence boundary punctuation* * *text structure****, following basic text structure templates.*** | *With* ***prompts****, they reread and edit texts for:*   * *spelling* * *sentence boundary punctuation* * *text structure.* | *They reread and edit texts* ***without prompting*** *for:*   * *spelling* * *sentence boundary punctuation* * *text structure.* | *They reread and edit texts for:*   * *spelling* * *sentence boundary punctuation* * *text structure*   *They:*   * ***generally identify and correct*** *errors* * ***add or delete information*** *such as prepositional phrases, to improve meaning* * ***explain*** *their changes.* | *They reread and edit texts for:*   * *spelling* * *sentence boundary punctuation* * *text structure*   *They:*   * ***consistently identify and correct*** *errors* * ***refine descriptive language or technical vocabulary*** *to improve meaning* * *explain their changes.* |
| **Relevant part of the Achievement Standard** | * **They use punctuation accurately… (EP2.7)** | | | | |
| **Language:**   * Text structure and organisation   [*ACELA1465*](http://www.australiancurriculum.edu.au/Search?q=ACELA1465http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1465)  **Literacy:**   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  ***Writing***  19 | They:   * use **some** punctuation accurately:   + capital letters to begin sentences   + capital letters for people’s names   + full stops to end sentences.   With **explicit prompts**, they:   * use capital letters for proper nouns * use question marks and exclamation marks | They:   * use **some** punctuation accurately:   + capital letters to begin sentences   + capital letters for people’s names   + full stops and **question marks** to end sentences.   With **prompts**, they:   * use capital letters for proper nouns * use exclamation marks * **attempt to use commas** to separate items in a list * **attempt to explain some** of their punctuation. | They:   * use punctuation accurately:   + capital letters to begin sentences   + capital letters for proper nouns   + full stops, question marks and exclamation marks to end sentences.   They:   * **attempt to use commas** to separate items in a list * **explain some** of their punctuation. | They:   * use punctuation accurately:   + capital letters to begin sentences   + capital letters for proper nouns   + full stops, question marks and exclamation marks to end sentences.   They:   * **generally use commas** **accurately** to separate items in a list * **explain** their choice of punctuation. | They:   * use punctuation accurately:   + capital letters to begin sentences   + capital letters for proper nouns   + full stops, question marks and exclamation marks to end sentences   + **commas to separate items in a list.**   They:   * explaintheir choice of punctuation * **help others** with editing punctuation. |
| **Relevant part of the Achievement Standard** | * **…and write words and sentences legibly using unjoined upper- and lower-case letters. (EP2.7)** | | | | |
| **Literacy:**   * Creating texts   [*ACELY1673*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1673)  ***Writing***  18 | With **explicit prompts***, t*hey:   * write unjoined upper- and lower-case letters with **mostly accurate** formation * use correct posture * use correct pencil grip. | With **prompts***, t*hey:   * write unjoined upper- and lower-case letters with **accurate** formation * use correct posture * use correct pencil grip. | They:   * legibly write unjoined upper- and lower-case letters * use correct posture * use correct pencil grip. | They:   * legibly write unjoined upper- and lower-case letters of consistent size * **generally** write sentences **fluentl**y * use correct posture * use correct pencil grip. | They:   * legibly write unjoined upper- and lower-case letters of consistent size * **consistently** write sentences **fluent**ly * use correct posture * use correct pencil grip. |
| **Relevant part of the Achievement Standard** | * **They accurately spell words with regular spelling patterns and spell words with less common long vowel patterns. (EP2.6)** | | | | |
| **Language:**   * Phonics and word knowledge   [*ACELA1471*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1471)  [*ACELA1472*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1472)  [*ACELA1474*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1474)  [*ACELA1823*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1823)  [*ACELA1824*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1824)  [*ACELA1825*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1825)  **Literacy:**   * Creating texts   [*ACELY1671*](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELY1671)  ***Writing***  20 | They accurately spell familiar words with:   * **regular spelling patterns** * **consonant blends (e.g.br, sl)** * **consonant digraphs (e.g. sh, th, ch)** * **morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played)**   With **explicit prompts**, they spell familiar words with regular spelling patterns and   * vowel digraphs (e.g. ay) * long vowels (e.g. moon, seed, life)   They :   * accurately spell **a few** familiar high-frequency sight words with **irregular spelling patterns.** | They accurately spell familiar words with:   * regular spelling patterns * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * **vowel digraphs (e.g. ay)** * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played)   With **prompts,** they spell familiar words with regular spelling patterns and   * long vowels (e.g. moon, seed, life) * silent letters (e.g. knife.   They :   * accurately spell **some** familiar high-frequency sight words with **irregular spelling patterns** | They accurately spell familiar words with:   * regular spelling patterns * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played) * **long vowels (e.g. moon, seed, life)** * **silent letters (e.g. knife.**   They :   * **accurately spell familiar high-frequency sight words with irregular spelling patterns** * **attempt to spell less familiar words.** | They accurately spell many unfamiliar words with:   * regular spelling patterns * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played) * long vowels (e.g. moon, seed, life) * silent letters (e.g. knife.   They :   * accurately spell familiar high-frequency sight words with irregular spelling patterns * attempt to spell less familiar words * **use syllabification to break up words** * **attempt to use prefixes and suffixes to spell words** * **explain their strategies for working out the spelling of words** * **explain their strategies for memorising spellings.** | They accurately spell most unfamiliar words with:   * regular spelling patterns * consonant blends (e.g.br, sl) * consonant digraphs (e.g. sh, th, ch) * vowel digraphs (e.g. ay) * morphemes ‘s’, ‘ing’, ‘ed’ (e.g. plays, playing, played) * long vowels (e.g. moon, seed, life) * silent letters (e.g. knife.   They :   * accurately spell familiar high-frequency sight words with irregular spelling patterns * attempt to spell less familiar words * use syllabification to break up words * attempt to use prefixes and suffixes to spell words * **attempt to use less common sound-letter matches (e.g. ion)** * explain their strategies for working out the spelling of words * **explain why they use particular strategies for memorising particular spellings.** |