

(no-code)

understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands

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Elaborations

- recognising the effects of words, signing, gestures and body language on the way communications are received by others
- understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities
- viewing short films and discussing how characters use words and body language to convey emotions
- learning the difference between closed questions; for example, “Are you ready?”, and open questions; for example, “What made this so exciting?”

Students learn to:

understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands

(AC9E1LA01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Social management

- Communication

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E1LA01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion

- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9E1LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9E1LA01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

Resource – WS01 - My history mystery box

By the end of Year 1, students interact with others, and listen to and create short spoken texts

including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

AC9E1LA01

understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands

AC9E1LA02

explore language to provide reasons for likes, dislikes and preferences

AC9E1LA09

recognise the vocabulary of learning area topics

AC9E1LE01

discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LE02

discuss literary texts and share responses by making connections with students' own experiences

AC9E1LE05

orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

AC9E1LY02

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LY05

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LY07

create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

AC9E1LA02

explore language to provide reasons for likes, dislikes and preferences

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Elaborations

- using words including “because” to introduce reasons for likes, dislikes and preferences

- exploring comparative words () to express the degree of preference; for example, “better”, “faster”

Students learn to:

explore language to provide reasons for likes, dislikes and preferences

(AC9E1LA02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E1LA02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others’ ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

AC9E1LA03

explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

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Elaborations

- discussing and comparing the structure and organisation of familiar texts
- becoming familiar with the typical structure of ; for example, recount and procedure
- recognising that the structure of a text may include words and pictures; for example, an informative text may include words, illustrations and diagrams

Students learn to:

explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain

(AC9E1LA03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LA03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)

- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LA04

explore how , rhyme and rhythm in simple poems, chants and songs

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Elaborations

- identifying patterns of in ; for example, of patterns such as "Have you seen ..."
- discussing different poems and identifying rhyme; for example, end of line rhyme

Students learn to:

explore how repetition, rhyme and rhythm create cohesion in simple poems, chants

(AC9E1LA04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E1LA04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
- follows a simple command
- repeats familiar words heard in a text or conversation
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text

AC9E1LA05

understand how print and screen are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe screens, verbal commands, links and

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Elaborations

- comparing the of print and ; for example, the of print and in an information book and the of information in an online

Students learn to:

**understand how print and screen texts are organised using features such as page n
content, headings and titles, navigation buttons, swipe screens, verbal commands,**

(AC9E1LA05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LA05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)

- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LA06

understand that a simple consists of a single representing a single event or idea

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Elaborations

- knowing that a single event or idea can include a process, a happening or a state (), the participant or who or what is involved (), and the surrounding circumstances (); for example, "Teddy (participant: who or what is involved) (process: a happening) the book (participant: who or what is involved) in the library (circumstance: where he)."
- understanding that simple answer questions such as, "what is happening?" and "who or what is involved?" along with details such as "where?", "when?", "how?"

Students learn to:

understand that a simple sentence consists of a single independent clause representing an event or idea

(AC9E1LA06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E1LA06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Whole text level

- writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (e.g. "I play soccer")

Group and word level

- uses regular plural nouns correctly (e.g. "dog", "dogs")
- represents processes using a small range of verbs (e.g. relating verbs – "is", "are"; action verbs – "ran")
- writes common prepositional phrases to indicate time and place (e.g. "in the morning", "to the shops")

Grammatical accuracy

- writes sentence fragments (e.g. "me and my dog") with inconsistencies in subject-verb agreement (e.g. "he play")

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")

- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

AC9E1LA07

understand that words can represent people, places and things (, including), happenings and states (), qualities () and details such as when, where and how ()

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Elaborations

- understanding that words or groups of words can represent the participants (; for example, people, places, things) that are involved in various activities or processes (of doing, saying, thinking, being) and the details or circumstances surrounding the activity (and that answer "when?", "where?", "how?")
- recognising how a can be made more specific by adding , and precise

Students learn to:

understand that words can represent people, places and things (nouns, including p happenings and states (verbs), qualities (adjectives) and details such as when, whe (adverbs)

(AC9E1LA07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Grammar

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E1LA07

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Group and word level

- represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (e.g. "my house")

Whole text level

- writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (e.g. "I play soccer")

Group and word level

- uses regular plural nouns correctly (e.g. "dog", "dogs")
- represents processes using a small range of verbs (e.g. relating verbs – "is", "are"; action verbs – "ran")

- writes common prepositional phrases to indicate time and place (e.g. "in the morning", "to the shops")

Grammatical accuracy

- writes sentence fragments (e.g. "me and my dog") with inconsistencies in subject-verb agreement (e.g. "he play")

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

AC9E1LA08

compare how in different contribute to meaning

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Elaborations

- comparing from where of the same are represented differently; for example, a cartoon of an animal, a photograph of an animal and a digital of an animal in an advertisement
- understanding how and illustrators build up meaning across a sequence of
- understanding that some convey meaning that is not included in the accompanying written ; for example, a diagram shows information about how parts of a plant are connected, which is not explained in the print
- exploring in stories and cultural accounts by First Nations Australian and discussing the impact this may have

Students learn to:

compare how images in different types of texts contribute to meaning

(AC9E1LA08)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.
- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and

continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LA08

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LA09

recognise the vocabulary of learning area topics

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Elaborations

- using appropriate topic-specific vocabulary when discussing a learning area topic

- using appropriate vocabulary for an Acknowledgement of at assemblies and other school events using protocols to recognise the Traditional Owners of or Place
- identifying words for topics studied at school; for example, vocabulary used for weather and seasons

Students learn to:

recognise the vocabulary of learning area topics

(AC9E1LA09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E1LA09

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
- follows a simple command
- repeats familiar words heard in a text or conversation
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text

AC9E1LA10

understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar

-

Elaborations

- using intonation and pauses in response to punctuation, when reading

- identifying different boundary punctuation, when reading
- writing different types of ; for example, statements and questions, and discussing appropriate punctuation
- identifying and using capital letters to name places and holidays

Students learn to:

understand that written language uses punctuation such as full stops, question marks, and uses capital letters for familiar proper nouns

(AC9E1LA10)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Punctuation

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9E1LA10

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- writes basic sentence boundary punctuation (e.g. capital letter at beginning, full stop at end)
- writes capital letters for familiar names
- writes capital letters for some proper nouns
- uses sentence boundary punctuation including question marks or exclamation marks
- writes capital letters for proper nouns (e.g. days of the week, addresses)
- uses commas in lists of nouns (e.g. "add the sugar, lemon, water and juice")
- uses apostrophes for regular single possessives (e.g. "girl's")
- capitalises key events, geographic names, titles (e.g. "Easter", "Sydney", "Ms")

AC9E1LE01

discuss how language and are used to characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world and illustrators

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Elaborations

- discussing how animal characters reflect human characteristics; for example, the creation of animal characters and their human qualities in fables by wide-ranging world
- discussing how characters, settings and events are described or depicted in literature by First Nations Australian and illustrators
- discussing the events associated with Australian animal characters and what is learnt about their characters in picture books from wide-ranging Australian

Students learn to:

discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

(AC9E1LE01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Speaking and listening

- Interacting

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LE01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep

- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)

- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E1LE01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Resource – WS01 - My history mystery box

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

AC9E1LA01

understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands

AC9E1LA02

explore language to provide reasons for likes, dislikes and preferences

AC9E1LA09

recognise the vocabulary of learning area topics

AC9E1LE01

discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LE02

discuss literary texts and share responses by making connections with students' own experiences

AC9E1LE05

orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

AC9E1LY02

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LY05

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LY07

create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

AC9E1LE02

discuss and share responses by making connections with students' own experiences

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Elaborations

- generating questions about characters, settings and events from books and sharing responses
- discussing different and offering opinions about how they reflect their own experiences
- expressing responses to characters and events in stories using drawing and role-play
- identifying who is telling the in different

Students learn to:

discuss literary texts and share responses by making connections with students' own

(AC9E1LE02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Speaking and listening

- Interacting

Social awareness

- Empathy

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Develop questions

Engaging with cultural and linguistic diversity

- Develop empathy

Generating

- Create possibilities

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LE02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text
- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

- follows text direction when read to by a proficient reader
- locates the front and back of a book and turns pages correctly
- locates the starting point for reading on a page or screen
- uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)

Vocabulary

- asks questions to find out meaning of unfamiliar words
- uses words in discussions that have been encountered in simple texts

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)

- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E1LE02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions

- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9E1LE02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
- discuss the value of different needs, emotions, cultures and backgrounds

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9E1LE02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop

Content description

AC9E1LE02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences
- describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LE02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

AC9E1LE03

discuss plot, character and setting, which are features of stories

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Elaborations

- recognising similar characters and settings in different types of ; for example, traditional tales, poems and fables
- discussing whether features of settings including time (year, season) and place (country or city) are realistic or imagined
- discussing how plots , including beginnings (orientation), how the problem (complication) is introduced and solved (resolution)

Students learn to:

discuss plot, character and setting, which are features of stories

(AC9E1LE03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Understanding ethical concepts and perspectives

- Explore ethical concepts

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LE03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")

- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9E1LE03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify examples of ethical concepts such as right and wrong
- identify ethical concepts, such as honesty and fairness, and describe actions and behaviours associated with these
- identify ethical concepts, such as respect and tolerance, and describe how a situation or context affects actions and behaviour

AC9E1LE04

to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including and rhyme

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Elaborations

- listening to performance poetry, chants or songs from First Nations Australians
- exploring poetry, chants and songs from Asian cultures
- listening to haiku poems about familiar topics such as nature and the seasons

Students learn to:

listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme

(AC9E1LE04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Listening

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

- The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

People

- First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Knowing Asia and its diversity

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9E1LE04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
- follows a simple command
- repeats familiar words heard in a text or conversation
- listens actively and responds to short texts consisting of a few sentences
- recalls one or 2 ideas from a short text or interaction
- answers simple or literal questions
- asks what, when, why questions about a text they have listened to
- uses facial expressions, gestures or actions to indicate understanding of tone and intonation
- discriminates individual words in a short, spoken sentence (e.g. identifies "lunchtime" in "the meeting for the excursion is at lunchtime")
- describes familiar objects and actions heard in a text or interaction (e.g. "the chicken ate the bug")
- accurately repeats, short phrases and statements from a short text or interaction
- recognises and generates one-syllable rhyming words (see Phonological awareness)
- responds to simple and elementary texts (see Text complexity)
- recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement)
- answers literal and simple inferential questions from a text they have listened to
- infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper)
- experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear)
- uses learnt vocabulary and simple adjectives to recount key ideas from heard text

AC9E1LE05

orally retell or adapt a familiar using plot and characters, including vocabulary, and structure of a familiar , through role-play, writing, drawing or

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-

Elaborations

- writing character descriptions
- imitating a characteristic piece of speech or dialogue, or the attitudes or expressions of favourite characters in
- retelling key events in stories using oral language, visual arts, or performance

Students learn to:

orally retell or adapt a familiar story using plot and characters, language features in vocabulary, and structure of a familiar text, through role-play, writing, drawing or di

(AC9E1LE05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- Create possibilities

Speaking and listening

- Speaking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

- Create possibilities

Generating

- Create possibilities

Creating and exchanging

- Create, communicate and collaborate

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9E1LE05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9E1LE05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use simple digital tools to create content

- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

AC9E1LY01

discuss different and identify some features that indicate their

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Elaborations

- discussing a range of encountered in school and in the community, and identifying their
- recognising that with similar usually have predictable structures

Students learn to:

discuss different texts and identify some features that indicate their purposes

(AC9E1LY01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS1S02

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LY01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)

- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LY02

use including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

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Elaborations

- using turn-taking in group and pair work
- building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting
- participating in informal and structured class, group and pair discussions about content area topics, ideas and information
- interacting appropriately with peers, teachers and visitors
- formulating different types of questions to ask a speaker, such as open and closed questions and "when", "why" and "how" questions

Students learn to:

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

(AC9E1LY02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

- Communication
- Collaboration

Social management

- Communication
- Collaboration

Engaging with cultural and linguistic diversity

- Communicate responsively

Social management

- Communication

Inquiring

- Develop questions

Related content

This content description can be taught with the following content descriptions from other learning

areas.

AC9HP2P02

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9E1LY02

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- listens actively to stay on topic in a small group discussion
- takes an active role in small group and whole-class discussion by volunteering ideas and opinions
- asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
- takes turns in interactions
- interacts using appropriate language in pairs or a small group to complete tasks
- interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
- presents simple ideas clearly in group situations
- actively encourages or supports other speakers
- shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
- uses language to initiate interactions in a small group situation (e.g. "I have an idea")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- notice the use of different languages they, their family or community members use to communicate
- identify and use verbal and non-verbal communication, recognising that these may have different meanings for familiar cultural and linguistic groups
- initiate verbal and non-verbal communication, comparing how members of familiar cultural and linguistic groups respond

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9E1LY02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop questions to explore a familiar idea or topic
- questions developed reflect their curiosity about the world
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
- develop questions to examine unfamiliar ideas and topics
- questions developed support the process of improving knowledge and understanding about a topic or investigation

Resource – WS01 - My history mystery box

By the end of Year 1, students interact with others, and listen to and create short spoken texts including recounts of stories. They share ideas and retell or adapt familiar stories, recount or report on events or experiences, and express opinions using a small number of details from learnt topics, topics of interest or texts. They sequence ideas and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, monitoring meaning and making connections between the depiction of characters, settings and events, and to personal experiences. They identify the text structures of familiar narrative and informative texts, and their language features and visual features. They blend short vowels, common long vowels, consonants and digraphs to read one-syllable words. They read one- and two-syllable words with common letter patterns, and an increasing number of high-frequency words. They use sentence boundary punctuation to read with developing phrasing and fluency.

They create short written and/or multimodal texts including recounts of stories with events and characters. They report information and experiences, and express opinions. Ideas in their texts may be informative or imaginative and include a small number of details from learnt topics, topics of interest or texts. They write simple sentences with sentence boundary punctuation and capital letters for proper nouns. They use topic-specific vocabulary. They write words using unjoined upper-case and lower-case letters. They spell most one- and two-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words.

AC9E1LA01

understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands

AC9E1LA02

explore language to provide reasons for likes, dislikes and preferences

AC9E1LA09

recognise the vocabulary of learning area topics

AC9E1LE01

discuss how language and images are used to create characters, settings and events in literature by First Nations Australian, and wide-ranging Australian and world authors and illustrators

AC9E1LE02

discuss literary texts and share responses by making connections with students' own experiences

AC9E1LE05

orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools

AC9E1LY02

use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions

AC9E1LY05

use comprehension strategies such as visualising, predicting, connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of context and text structures

AC9E1LY07

create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

AC9E1LY03

describe some similarities and differences between imaginative, informative and persuasive

-
-

Elaborations

- comparing and discussing , identifying some features that distinguish those that “tell stories” from those that “give opinions”
- selecting for a particular or task; for example, a website that will give information about a learning area topic, a book that will tell a about an animal

Students learn to:

describe some similarities and differences between imaginative, informative and pe

(AC9E1LY03)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Speaking and listening

- Speaking

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

- Identify, process and evaluate information

Inquiring

- Identify, process and evaluate information

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9E1LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LY03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9E1LY03

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)

- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E1LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

- condense and combine selected information related to the topic of study

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E1LY03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

AC9E1LY04

decodable and using developing , phrasing and , and monitoring meaning using and grammatical knowledge

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Elaborations

- recognising most when reading a
- self-correcting or asking for assistance when meaning breaks down

Students learn to:

read decodable and authentic texts using developing phonic knowledge, phrasing and monitoring meaning using context and grammatical knowledge

(AC9E1LY04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Fluency
- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Fluency

Literacy: Reading and viewing: Fluency

Content description

AC9E1LY04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts)
- uses punctuation cues, and some intonation and expression
- reads accurately at an efficient pace without overt sounding and blending
- reads aloud an elementary text at a flowing pace, pausing to attend to more complex punctuation
- uses effective intonation, stress and expression that indicate comprehension
- maintains pace and accuracy when reading with an experienced reader
- reads without finger tracing
- reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression
- varies pace according to purpose and audience

- reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LY04

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

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

effects)

- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LY05

use such as visualising, , connecting, summarising and questioning when listening, viewing and reading to build literal and inferred meaning by drawing on vocabulary and growing knowledge of and

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Elaborations

- identifying information and details from spoken informative
- building topic knowledge and learning new vocabulary before and during reading
- making predictions from the cover, from illustrations and at points in the before reading on, and confirming and adjusting understanding after reading
- drawing inferences and explaining inferences using clues from the
- making connections with existing knowledge and personal experiences

Students learn to:

use comprehension strategies such as visualising, predicting, connecting, summarising, questioning when listening, viewing and reading to build literal and inferred meaning, developing vocabulary and growing knowledge of context and text structures

(AC9E1LY05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Interpret concepts and problems

Inquiring

- Identify, process and evaluate information

Reading and viewing

- Understanding texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HP2P06

AC9HS1S03

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9E1LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9E1LY05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9E1LY05

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by proficient readers
- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)
- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word "run" in "running")
- recognises key content or repeated words in a simple text (see Text complexity)

Comprehension

- reads and views simple texts independently (see Text complexity)
- locates directly stated information
- recounts or describes sequenced ideas or information
- identifies a clearly evident main idea in a simple text
- listens to texts to engage with learning area content (e.g. a text about family histories)
- reads and views the content of texts and describes new or learnt information
- expresses an opinion or preference for a topic or text with a supporting reason
- draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job)
- identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game)

Processes

- uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity)
- reads high-frequency words in continuous text
- reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks)
- pauses when meaning breaks down and attempts to self-correct
- uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects)
- selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

Vocabulary

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

- uses context to understand homonyms

Comprehension

- reads and views simple texts and some elementary texts (see Text complexity)
- scans texts to locate specific information in an elementary print text
- recounts or describes the most relevant details from a text
- tracks ideas or information throughout the text
- identifies main idea by synthesising information across a simple text
- identifies the arguments in an elementary text
- identifies the purpose of elementary informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions)
- explains how inferences are drawn using background knowledge or language features (e.g. infers character's feelings from actions)
- makes connections between texts (e.g. compares 2 versions of a well-known story)
- integrates new learning from reading with current knowledge (e.g. "I know that insects have wings but I didn't know all insects have six legs")
- predicts the content and purpose of a text based on a range of text features

Processes

- uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and elementary texts (see Phonic knowledge and word recognition)
- recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition)
- identifies parts of text used to answer literal and inferential questions
- uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar)
- uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar)
- identifies common features in similar texts (e.g. photographs in informative texts)

Vocabulary

- uses morphological knowledge to explain words (e.g. "help" [base] + "less" [suffix] = "helpless")
- interprets language devices (e.g. exaggeration or repetition)
- interprets simple imagery (e.g. simile, onomatopoeia)
- uses context and grammar knowledge to understand unfamiliar words (e.g. the word "vast" in the phrase "vast desert")
- identifies words that state opinions (e.g. "I think")
- understands the use of common idiomatic or colloquial language in texts (e.g. "get your head around it")

AC9E1LY06

and re-read to short written and/or to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple , some topic-specific vocabulary, boundary punctuation and correct spelling of some one- and two-syllable words

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Elaborations

- applying emerging knowledge of and when creating
- using learning area vocabulary when creating
- creating digital and composing a or information sequence on screen using and captions
- adding or deleting words on a page or screen to improve meaning; for example, adding an to add meaning to a
- beginning to use dictionaries and resources to check and correct spelling
- identifying words that might not be spelt correctly

Students learn to:

create and re-read to edit short written and/or multimodal texts to report on a topic, opinion or recount a real or imagined event, using grammatically correct simple sentence, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words

(AC9E1LY06)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Creating texts
- Grammar
- Punctuation
- Spelling

Generating

- Create possibilities
- Consider alternatives

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Reflecting

- Transfer knowledge

Reflecting

- Transfer knowledge

Creating and exchanging

- Create, communicate and collaborate

Creating and exchanging

- Create, communicate and collaborate

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS1S06

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9E1LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- expresses an idea drawing on familiar experiences and topics, using attempted words and pictures
- assigns message to own texts "reading back" own attempts at writing
- writes attempted words in a logical sequence

Text forms and features

- writes a few words correctly
- writes from left to right
- writes letters to represent words (see Phonic knowledge and word recognition)

Vocabulary

- writes own name and other personally significant words (e.g. family names, dog, house)

Crafting ideas

- writes ideas in sentence fragments or a simple sentence (e.g. "I am 6.")
- explains the purpose and audience of familiar imaginative and informative texts
- creates short texts in different forms such as a simple recount
- combines visuals with written text where appropriate
- reads back own writing word by word
- talks about own text and describes subject matter and images

Text forms and features

- writes some appropriate letter combinations to represent less familiar words (see Spelling and Phonic knowledge and word recognition)

- writes with noun-verb agreement (e.g. "I am"), articles (e.g. "a man") and personal pronouns (e.g. "my mum") (see Grammar)
- writes from left to right using spaces between attempted words
- uses basic noun groups/phrases (e.g. "my house") (see Grammar)
- uses some sentence punctuation (e.g. capital letters at the beginning of a text)

Vocabulary

- writes simple familiar words (e.g. "saw", "food", "they")
- includes some learning area vocabulary in own texts (e.g. "season")
- uses taught high-frequency words

Crafting ideas

- creates a text including 2 or 3 related ideas for a familiar purpose such as recounting an event, telling a story, expressing thoughts, feelings and opinions
- includes beginning structural features (e.g. statement of an opinion, a heading, description of an event linked to time and place)
- creates texts for learning area purposes (e.g. labelling a simple diagram, ordering events on a timeline)

Text forms and features

- writes simple sentences made up of basic verb groups, noun groups and phrases (e.g. "We visited my aunty's house last week.")
- writes compound sentences using common conjunctions (e.g. "My house is big but the garden is small.")
- makes plausible attempts to write unfamiliar words phonetically (e.g. "enjn" for "engine") (see Spelling)
- uses capital letters correctly to indicate proper nouns (see Punctuation)
- uses capital letters at the start and full stops at the end of sentences (see Punctuation)
- spells some high-frequency words correctly (see Spelling)
- uses appropriate key words to represent simple concepts (e.g. "aunty", "sister", "cousin" in a text about family)

Vocabulary

- uses adjectives to add meaning by describing qualities or features (e.g. "small", "long", "red") (see Grammar)
- uses words in own writing adopted from other writers
- uses simple words to add clarity to ideas (e.g. modifying and qualifying words such as "very")

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9E1LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Whole text level

- writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (e.g. "I play soccer")

Group and word level

- uses regular plural nouns correctly (e.g. "dog", "dogs")
- represents processes using a small range of verbs (e.g. relating verbs – "is", "are"; action verbs – "ran")
- writes common prepositional phrases to indicate time and place (e.g. "in the morning", "to the shops")

Grammatical accuracy

- writes sentence fragments (e.g. "me and my dog") with inconsistencies in subject-verb agreement (e.g. "he play")

Grammatical accuracy

- uses articles a, an and the with varying accuracy (e.g. "a dog", "a apple")
- writes comprehensible sentences that contain some misuse of prepositions (e.g. "mine is different

than/then yours"), pronouns (e.g. "me and him went swimming") and adverbs (e.g. "we walked quick")

Group and word level

- uses pronouns to represent participants (e.g. "she", "we", "them")
- uses a small range of adjectives to build description in basic noun groups (e.g. "the little dog")
- uses common and proper nouns
- uses single verbs or simple verb groups with subject-verb agreement (e.g. "they are playing")
- uses predominantly simple present, continuous and past tense to represent processes (e.g. "I play", "I am playing", "I played")

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

- sequences sentences to reflect a logical flow of ideas
- uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (e.g. "I have a bird. It can talk.")
- uses basic text connectives repetitively (e.g. "and", "then")

Grammatical accuracy

- writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (e.g. "they should of waited") and past tense irregular verbs (e.g. "he goed to the shop")

Group and word level

- uses simple adverbials to give details such as time, place and manner (e.g. "in the afternoon", "nearby", "quickly")
- uses simple present, past and future tenses accurately to represent processes
- uses adjectives in noun groups/phrases to build more accurate descriptions of participants (e.g. "the spotted dog")
- uses a broader range of prepositions to indicate direction or position (e.g. "across", "towards", "through")
- uses articles accurately (e.g. "a", "an", "the")

Sentence level

- writes simple sentences correctly
- writes compound sentences to make connections between ideas using coordinating conjunctions (e.g. "and", "but", "so")

Whole text level

- writes a few sentences about a related idea
- groups related ideas into paragraphs

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9E1LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- identifies capital letters in familiar words (e.g. identifies capital letter in own name)
- identifies full stops
- writes basic sentence boundary punctuation (e.g. capital letter at beginning, full stop at end)
- writes capital letters for familiar names
- writes capital letters for some proper nouns
- uses sentence boundary punctuation including question marks or exclamation marks
- writes capital letters for proper nouns (e.g. days of the week, addresses)

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E1LY06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

- writes letters of the alphabet and says a common corresponding phoneme (sound)
- writes letters to correspond to a given phoneme (sound)
- writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. "d" for "dog")
- writes some appropriate letters in sequence to represent words (e.g. "bis" for "because")
- writes correctly some common one-syllable words with common phoneme/grapheme correspondences (e.g. "am")
- uses 'sounding out' to spell words (e.g. "p-at")
- writes correctly some common high-frequency words with uncommon phoneme/grapheme correspondences (e.g. "was")
- uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words
- represents all phonemes when attempting to spell one- and two-syllable words (e.g. "sista" for "sister")
- spells less familiar words using common phoneme/grapheme correspondences (e.g. spells "some" as "sum")
- writes common plurals formed by adding 's' correctly (e.g. "cats")
- writes words with common suffixes that indicate tense (e.g. "play", "played", "playing")
- contributes to a group discussion about word origins (e.g. "bi" means "two" in "bicycle")
- writes a range of high-frequency words correctly

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- consider alternatives by suggesting a different way to approach a given task or problem
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- connect ideas and information between familiar learning experiences
- use ideas and information from a previous experience to inform similar learning experiences
- use aspects of knowledge and skills gained in one setting to inform learning in a new setting or context

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9E1LY06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use simple digital tools to create content
- experiment with the features of familiar digital tools to create content
- use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults

AC9E1LY07

and deliver short oral and/or on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and

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Elaborations

- reporting the results of group activities
- explaining how to do or make something
- giving short oral about areas of interest or content area topics, speaking clearly and with appropriate volume, and using content-specific vocabulary
- experimenting with volume and for particular ; for example, presenting information, retelling stories, and reciting rhymes and poems
- giving reasons why the class should learn a particular game

Students learn to:

create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement; some topic-specific vocabulary and appropriate gesture, volume and pace

(AC9E1LY07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

- Draw conclusions and provide reasons

Generating

- Create possibilities

Speaking and listening

- Speaking

Social management

- Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Self-management

- Perseverance and adaptability

Social management

- Communication

Self-management

- Perseverance and adaptability

Social management

- Communication

Self-management

- Perseverance and adaptability

Social management

- Communication

Self-management

- Perseverance and adaptability

Social management

- Communication

Analysing

- Draw conclusions and provide reasons

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9HS1S06

Resources

Work Samples

WS01 - My history mystery box

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to provide reasons and construct arguments for choices made

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them

- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9E1LY07

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

- retells personal events and experiences to peers and known adults
- shares feelings and thoughts about the events and characters in text
- retells key details or points from a learning experience or text viewed or heard
- uses mainly appropriate word order
- uses appropriate volume for small audiences
- uses rehearsed phrases to introduce themselves (e.g. "Good morning, my name is ...")

Vocabulary

- uses simple connectives to join ideas (e.g. "and then") (see Grammar)
- uses familiar spoken language to communicate connected ideas (e.g. "Let's draw. I'll get paper and pencils.")
- uses simple adjectives and adverbs to add detail (e.g. "yellow", "quickly") (see Grammar)
- uses a small range of qualifying adjectives (e.g. "nice", "good") (see Grammar)
- uses simple language to compare and contrast (e.g. "smaller", "more")
- uses common time and causal connectives to relate ideas (e.g. "then", "because") (see Grammar)

Crafting ideas

- creates short texts using a few connected sentences, on familiar and learnt topics (e.g. retells a familiar story or describes a process)
- speaks audibly and clearly to a familiar audience (e.g. own class)
- uses some extended sentences
- organises key ideas in logical sequence
- provides some supporting details
- expresses causal relationships (e.g. "when the egg cracked, the chicken came out")
- provides simple justifications (e.g. "I chose cherries because they are red.")
- uses some varying intonation or volume for emphasis
- regulates pace with pausing

Vocabulary

- uses some precise vocabulary from learning areas
- uses connectives to sequence ideas (e.g. "first", "then", "next", "finally") (see Grammar)
- uses vocabulary to express cause and effect (e.g. "The excursion was cancelled because it rained.")
- uses some modal language to influence or persuade (e.g. "should", "will") (see Grammar)

Crafting ideas

- creates spoken texts for a range of purposes across learning areas (e.g. explains how the mathematics problem was solved)
- uses complex sentence constructions including relative clauses (e.g. "The boy who drew the picture got a prize.") (see Grammar)
- adjusts register according to purpose and audience
- elaborates on ideas using a short sequence of sentences
- incorporates learnt content into spoken text
- sequences ideas and events appropriately
- uses mainly correct grammatical constructions (e.g. pronoun references; noun-verb agreement)
- varies volume and intonation to suit purpose and audience
- plans and delivers spoken presentations using appropriate structure and language
- includes video and audio enhancements to spoken texts, where appropriate (e.g. includes slides or pictures in a spoken presentation)

Vocabulary

- experiments with vocabulary drawn from a variety of sources
- uses adverbials to give more precise meaning to verbs (e.g. talking loudly) (see Grammar)
- uses a range of vocabulary to indicate connections (e.g. consequences)
- uses conditional vocabulary to expand upon ideas (e.g. "If Goldilocks ate all the porridge the bears would be hungry.")

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9E1LY07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- draw conclusions and make choices when completing tasks and identify the reasons for choices made
- draw conclusions and make choices when completing tasks and explain the reasons for choices made
- draw conclusions and make choices when completing tasks, using observation and prior knowledge to

provide reasons and construct arguments for choices made

AC9E1LY08

words using unjoined lower-case and upper-case letters

•

Elaborations

- continuing to a functional pencil grip/grasp

Students learn to:

write words using unjoined lower-case and upper-case letters

(AC9E1LY08)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Handwriting and keyboarding

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Handwriting and keyboarding

Literacy: Writing: Handwriting and keyboarding

Content description

AC9E1LY08

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- correctly forms most lower-case letters
- correctly forms some upper-case letters
- writes or types a few words
- uses numeral keys
- correctly forms all letters
- uses spaces between handwritten words
- positions letters and words on a line
- demonstrates keyboarding skills by typing short letter clusters and short common words as single units (e.g. "er", "ing", "the", "my")
- types using spaces between words and sentence punctuation
- fluently writes clearly formed, unjoined letters
- writes all letters with consistent size and spacing between words
- begins to use joined letters
- maintains legible handwriting throughout a text
- uses some features of text editing applications
- recognises and uses keys to show more complex punctuation or symbols

AC9E1LY09

words into separate phonemes (sounds) including or clusters at the beginnings and ends of words ()

•

Elaborations

- saying sounds in order for a given spoken word; for example, "s-p-oo-n" and "f-i-s-t"

Students learn to:

segment words into separate phonemes (sounds) including consonant blends or cl
beginnings and ends of words (phonological awareness)

(AC9E1LY09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Phonological awareness

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Phonological awareness

Literacy: Reading and viewing: Phonological awareness

Content description

AC9E1LY09

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- segments a short, spoken sentence of three to five words into separate spoken words
- orally blends and segments words with two and three syllables (e.g. "hopp-ing", "fam-i-ly")
- orally blends initial consonants with following letters to say a one syllable word (e.g. "m/um" = "mum", "h/at" = "hat", "sh/o p" = "shop")
- provides a word when given a starting phoneme (e.g. /p/ - "picture")
- consistently says the first phoneme of a spoken word (e.g. "good" - /g/)
- listens and identifies rhyming words from a choice of up to 4 one-syllable words (e.g. "sing", "thing", "dog", "wing")
- listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
- orally blends 2 or 3 phonemes together to make a one-syllable word (e.g. "a-sh", "s-u-n", "b-i-n", "sh-i-p")
- orally segments words of two or three phonemes into separate phonemes (e.g. "c-a-t", "s-u-n", "k-i-ck")
- identifies the number of phonemes that make up a spoken one-syllable word comprised of less than 4 phonemes
- identifies first and final phoneme in a word
- orally blends four phonemes together to make a one-syllable spoken word (e.g. "s-t-o-p" - "stop")
- orally segments spoken words comprised of four phonemes into separate phonemes (e.g. "fresh" - "f-r-e-sh")
- identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than 5 phonemes
- identifies the vowel phoneme in single-syllable words

AC9E1LY10

orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words ()

•

Elaborations

- adding, substituting or deleting phonemes in any position in one-syllable words with up to 4 phonemes
- substituting medial sounds in spoken words to make new words; for example, "pin", "pen", "pan"
- substituting final sounds in spoken words; for example, substitute the "t" in "pet" with "g" to form a new word "peg"

Students learn to:

orally manipulate phonemes in spoken words by addition, deletion and substitution and final phonemes to generate new words (phonological awareness)

(AC9E1LY10)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Phonological awareness

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Phonological awareness

Literacy: Reading and viewing: Phonological awareness

Content description

AC9E1LY10

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- segments a short, spoken sentence of three to five words into separate spoken words
- orally blends and segments words with two and three syllables (e.g. "hopp-ing", "fam-i-ly")
- orally blends initial consonants with following letters to say a one syllable word (e.g. "m/um" = "mum", "h/at" = "hat", "sh/o p" = "shop")
- provides a word when given a starting phoneme (e.g. /p/ - "picture")
- consistently says the first phoneme of a spoken word (e.g. "good" - /g/)
- listens and identifies rhyming words from a choice of up to 4 one-syllable words (e.g. "sing", "thing", "dog", "wing")
- listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
- orally blends 2 or 3 phonemes together to make a one-syllable word (e.g. "a-sh", "s-u-n", "b-i-n", "sh-i-p")
- orally segments words of two or three phonemes into separate phonemes (e.g. "c-a-t", "s-u-n", "k-i-ck")
- identifies the number of phonemes that make up a spoken one-syllable word comprised of less than 4 phonemes
- identifies first and final phoneme in a word
- orally blends four phonemes together to make a one-syllable spoken word (e.g. "s-t-o-p" - "stop")
- orally segments spoken words comprised of four phonemes into separate phonemes (e.g. "fresh" - "f-r-e-sh")
- identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than 5 phonemes
- identifies the vowel phoneme in single-syllable words

AC9E1LY11

use short , common , and to words, and these to one- and two-syllable words

•

Elaborations

- using knowledge of letters and sounds to words with short ; for example, “man”, and common sounds; for example, “time”
- using knowledge of letter sounds to single-syllable words with and ; for example, “wish” and “rest”

Students learn to:

use short vowels, common long vowels, consonant blends and digraphs to write words to read one- and two-syllable words

(AC9E1LY11)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9E1LY11

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

AC9E1LY12

understand that a letter can represent more than one sound and that a must contain a sound

•

Elaborations

- recognising that letters can have more than one sound; for example, the letter "u" in "cut", "put", "use" and the letter "a" in "cat", "father", "any"
- recognising sounds that can be produced by different letters; for example, the "s" sound in "sat" and "cent"

Students learn to:

understand that a letter can represent more than one sound and that a syllable must contain a sound

(AC9E1LY12)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9E1LY12

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes
- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and own writing (e.g. "was", "you", "one", "said", "have", "were")

Phonic knowledge

- gives examples of phonemes that can be represented by more than one consonant (e.g. "ck", "ph")
- blends phonemes for all common, single-letter graphemes to read consonant-consonant-vowel-consonant (CCVC) words (e.g. "blot") and consonant-vowel-consonant-consonant (CVCC) words (e.g. "list") and applies this knowledge when reading decodable texts
- reads words with split digraphs (e.g. "cake", "blame")
- reads single-syllable words with taught consonant digraphs and applies this knowledge when reading decodable texts (e.g. "sh", "ch" and "ck" – "ship", "rich", "lock")
- reads words with taught common vowel graphemes (e.g. "ee", "ea", "ie", "-e" and including "-y") and applies this knowledge when reading decodable texts
- reads one-and two-syllable words with common suffixes (e.g. "-ed", "-ing", "-s/es") and applies this knowledge when reading decodable texts (e.g. "jumping", "boxes")
- segments and represents CCVC and CVCC words containing consonant digraphs and/or clusters of consonants (e.g. "ch-o-p", "w-i-sh", "b-e-s-t")

Word recognition

- reads an increasing number of taught high-frequency words in decodable texts and different contexts (e.g. own writing, shared reading)

Phonic knowledge

- reads words with taught vowel digraphs (e.g. "ee", "oo", "ay", "ai", "ea", "oa", "ow") and applies this knowledge when reading decodable texts
- reads and writes common, one- and two-syllable words with clusters of consonants (e.g. "plant", "string", "object")
- reads 2-syllable words with open or long vowel sounds when reading decodable texts (e.g. "label", "project", "even")

Word recognition

- reads most common high-frequency words (e.g. 100 or more) in continuous text

AC9E1LY13

spell one- and two-syllable words with common letter patterns

•

Elaborations

- writing one- and two-syllable words containing known ; for example, “bl” and “st”

Students learn to:

spell one- and two-syllable words with common letter patterns

(AC9E1LY13)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Spelling

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E1LY13

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. "d" for "dog")
- writes some appropriate letters in sequence to represent words (e.g. "bis" for "because")
- writes correctly some common one-syllable words with common phoneme/grapheme correspondences (e.g. "am")
- uses 'sounding out' to spell words (e.g. "p-at")
- writes correctly some common high-frequency words with uncommon phoneme/grapheme correspondences (e.g. "was")
- uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words
- represents all phonemes when attempting to spell one- and two-syllable words (e.g. "sista" for "sister")
- spells less familiar words using common phoneme/grapheme correspondences (e.g. spells "some" as "sum")
- writes common plurals formed by adding 's' correctly (e.g. "cats")
- writes words with common suffixes that indicate tense (e.g. "play", "played", "playing")
- contributes to a group discussion about word origins (e.g. "bi" means "two" in "bicycle")
- writes a range of high-frequency words correctly
- exchanges one letter in a word to make a new word (e.g. "fan", "tan", "tap")
- writes two-letter consonant blends in words correctly (e.g. "sl" in "slip")
- writes common plurals formed with adding "es" correctly (e.g. "boxes")
- writes words with consonants doubled after a short vowel (e.g. "shopping")
- recognises some spelling errors using visual, phonic and morphemic knowledge
- spells simple words with split digraph correctly (e.g. "blame", "tide")
- spells common words with simple vowel digraphs (e.g. "tree", "tail")
- writes simple contractions (e.g. "I'm", "isn't")

AC9E1LY14

and an increasing number of

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Elaborations

- learning an increasing number of and reading them independently; for example, “one”, “have” and “pretty”

Students learn to:

read and write an increasing number of high-frequency words

(AC9E1LY14)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Writing

- Spelling

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E1LY14

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. "d" for "dog")
- writes some appropriate letters in sequence to represent words (e.g. "bis" for "because")
- writes correctly some common one-syllable words with common phoneme/grapheme correspondences (e.g. "am")
- uses 'sounding out' to spell words (e.g. "p-at")
- writes correctly some common high-frequency words with uncommon phoneme/grapheme correspondences (e.g. "was")
- uses visual knowledge, phonic knowledge and morphemic knowledge to attempt to spell words
- represents all phonemes when attempting to spell one- and two-syllable words (e.g. "sista" for "sister")
- spells less familiar words using common phoneme/grapheme correspondences (e.g. spells "some" as "sum")
- writes common plurals formed by adding 's' correctly (e.g. "cats")
- writes words with common suffixes that indicate tense (e.g. "play", "played", "playing")
- contributes to a group discussion about word origins (e.g. "bi" means "two" in "bicycle")
- writes a range of high-frequency words correctly
- exchanges one letter in a word to make a new word (e.g. "fan", "tan", "tap")
- writes two-letter consonant blends in words correctly (e.g. "sl" in "slip")
- writes common plurals formed with adding "es" correctly (e.g. "boxes")
- writes words with consonants doubled after a short vowel (e.g. "shopping")
- recognises some spelling errors using visual, phonic and morphemic knowledge
- spells simple words with split digraph correctly (e.g. "blame", "tide")
- spells common words with simple vowel digraphs (e.g. "tree", "tail")
- writes simple contractions (e.g. "I'm", "isn't")

AC9E1LY15

recognise and know how to use grammatical to word families

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Elaborations

- building word families from common ; for example, , , "playing", "played", "playground"
- using to words; for example, by recognising the in words such as "walk-ed"

Students learn to:

recognise and know how to use grammatical morphemes to create word families

(AC9E1LY15)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum

priorities.

Writing

- Spelling

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9E1LY15

Learning progression extract

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