

## **(no-code)**

**investigate how choices vary depending on the , including the different roles taken on in interactions**

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### **Elaborations**

- exploring culturally specific greetings and expressions of politeness
- exploring First Nations Australian cultural protocols in Welcome to and Acknowledgement of , and the greeting words used by local First Nations Australians
- exploring how familiarity with a group or individual influences language choices

Students learn to:

**investigate how interpersonal language choices vary depending on the context, including different roles taken on in interactions**

(AC9E2LA01)

### **General capabilities and cross-curriculum priorities**

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

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

#### **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 .

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **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.

#### **Reflecting on culture and cultural diversity**

- Explore the influence of cultures on interactions

### **Social management**

- Communication

### **Snapshot – Explore the influence of cultures on interactions**

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

#### **Content description**

AC9E2LA01

#### **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 – Interacting**

**Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9E2LA01

#### **Learning progression extract**

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

content.

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

#### **Snapshot – Communicate responsively**

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

#### **Content description**

AC9E2LA01

#### **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 – Communicate responsively**

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

#### **Content description**

AC9E2LA01

#### **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 – Explore the influence of cultures on interactions**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Explore the influence of cultures on interactions**

#### **Content description**

AC9E2LA01

#### **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**

AC9E2LA01

#### **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

## **AC9E2LA02**

### **explore how language can be used for appreciating and providing reasons for preferences**

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#### **Elaborations**

- exploring how language is used to appreciate using more precise vocabulary; for example, “I liked how the described the setting because ...”
- exploring used to express degree of preference; for example, “liked”, “preferred”, “enjoyed”
- identifying First Nations Australian language words specific to that help the reader to be specific when appreciating the setting in a

Students learn to:

### **explore how language can be used for appreciating texts and providing reasons for**

(AC9E2LA02)

#### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Interacting
- 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**

- 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 - Imaginative writing using a known character**

### **WS02 - Poetry - oral retelling**

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

#### **Content description**

AC9E2LA02

#### **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 – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9E2LA02

#### **Learning progression extract**

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

- 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
- responds to elementary texts (see Text complexity)
- listens purposefully to texts to identify specific learning area content
- recalls specific information from a learning area text
- attends to sequence when recounting ideas
- infers meaning that may be less obvious (e.g. infers beach context from hearing background sounds of seagulls and surf)
- describes tone and intonation of spoken text (e.g. "she spoke with an angry tone")
- retells a familiar story with some possible minor adaptations
- selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension)
- listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as "first", "then", "finally" and conjunctions such as "also" to identify next section in text)

## **Resource – WS01 - Imaginative writing using a known character**

By the end of Year 2, students interact with others, and listen to and create spoken texts including

stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

## **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

## **AC9E2LA03**

identify how texts across the curriculum are organised differently and use language features depending on purposes

## **AC9E2LA04**

understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

## **AC9E2LA06**

understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction

## **AC9E2LA07**

understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups

## **AC9E2LA08**

understand that images add to or multiply the meanings of a text

## **AC9E2LA09**

experiment with and begin to make conscious choices of vocabulary to suit the topic

## **AC9E2LA10**

recognise that capital letters are used in titles and commas are used to separate items in lists

## **AC9E2LE01**

discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators

## **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

## **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

## **AC9E2LY06**

create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words

## **AC9E2LY08**

write words legibly and with growing fluency using unjoined upper-case and lower-case letters

## **AC9E2LY09**

manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words

## **AC9E2LY10**

use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words

## **AC9E2LY11**

use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words

## **AC9E2LY12**

build morphemic word families using knowledge of prefixes and suffixes

### **Resource – WS02 - Poetry - oral retelling**

By the end of Year 2, students interact with others , and listen to and create spoken texts including stories.■They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features.■They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.■They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.■They use text structures to organise and link ideas for a purpose.■They punctuate simple and compound sentences.■They use topic-specific vocabulary.■They write words using consistently legible unjoined letters.■They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

## **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

## **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

## **AC9E2LE03**

discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

## **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

## **AC9E2LY02**

use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

## **AC9E2LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

## **AC9E2LY07**

create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

## **AC9E2LA03**

**identify how across the curriculum are organised differently and use depending on**

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### **Elaborations**

- identifying the typical features of a ; for example, a typical introduction to a or the use of dot points in instructions
- identifying that different might have different forms; for example, an expression of opinion might be in the form of a poster, email or brochure
- identifying the organisation and in such as , recounts, information reports, simple procedures, expression of opinion and responses to (including poetry), and discuss their

Students learn to:

**identify how texts across the curriculum are organised differently and use language depending on purposes**

(AC9E2LA03)

### **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 .

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LA03

#### **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")

## **AC9E2LA04**

**understand how are made cohesive by using personal and possessive and by omitting words that can be inferred**

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### **Elaborations**

- identifying language used to build information across a ; for example, through connecting similar and dissimilar things
- mapping examples of word associations in ; for example, words that refer to the main character in a : "Isy", "she", "I", "sister", "student"
- tracking how a person or thing is identified through a section of a ; for example, "eggs", "they", "them"
- identifying words left out that can be inferred from the surrounding ; for example, "Xanthe went to school. She had a lovely day." (at school is inferred)
- using personal and possessive to link entities previously mentioned in the

Students learn to:

**understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred**

(AC9E2LA04)

### **General capabilities and cross-curriculum priorities**

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

#### **Reading and viewing**

- Understanding texts

#### **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 .

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

#### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LA04

#### **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 – Grammar**

### **Literacy: Writing: Grammar**

#### **Content description**

AC9E2LA04

#### **Learning progression extract**

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

#### **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

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

## **AC9E2LA05**

**navigate print and screen using chapters, tables of contents, indexes, side-bar menus, drop-down menus or links**

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### **Elaborations**

- recognising how numbered chapters, organisation of tables of content and alphabetical order of indexes operate to support access to information
- exploring how the navigation tools of different websites can be used to locate information

Students learn to:

**navigate print and screen texts using chapters, tables of contents, indexes, side-bar menus or links**

(AC9E2LA05)

**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**

AC9E2LA05

#### **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")

## **AC9E2LA06**

**understand that connections can be made between ideas by using a with 2 or more usually linked by a coordinating**

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### **Elaborations**

- using coordinating ; for example, "and", "but", "so" to construct ; for example, "The wolf huffed / and he puffed / and he blew the house down!"

Students learn to:

# **understand that connections can be made between ideas by using a compound sentence**

## **independent clauses usually linked by a coordinating conjunction**

(AC9E2LA06)

### **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 .

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

#### **Snapshot – Grammar**

#### **Literacy: Writing: Grammar**

#### **Content description**

AC9E2LA06

#### **Learning progression extract**

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

#### **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

### **Grammatical accuracy**

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### **Group and word level**

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### **Sentence level**

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

## **AC9E2LA07**

**understand that in may be extended into using and , and may be expressed as**

•

### **Elaborations**

- identifying that refer to people, places, concrete objects and ideas in in , and identifying the and that extend those
- building extended using and ; for example, "the longest side"
- building extended using ; for example, "was touched"
- investigating how can be built up by asking questions about the such as "how many?", "what's it like?", "what type?"; for example, "two pairs of old walking shoes"

Students learn to:

**understand that in sentences nouns may be extended into noun groups using articles and verbs may be expressed as verb groups**

(AC9E2LA07)

### **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 .

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Grammar**

### **Literacy: Writing: Grammar**

### **Content description**



## Learning progression extract

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

### 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

### Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### **Whole text level**

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

## **AC9E2LA08**

**understand that add to or multiply the meanings of a**

•

### **Elaborations**

- identifying and graphics in a that add ideas or information not included in the written ; for example, a map or table in a factual or an illustration in a , which gives clues about the setting
- identifying visual representations of characters' actions, reactions, speech and thought processes in , and considering how these add to or multiply the meaning of accompanying words

Students learn to:

**understand that images add to or multiply the meanings of a text**

(AC9E2LA08)

### **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 .

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LA08

#### **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")

## **AC9E2LA09**

**with and begin to make conscious choices of vocabulary to suit the topic**

•

### **Elaborations**

- selecting vocabulary appropriate to the topic to replace everyday language
- discussing new vocabulary encountered in learning area
- exploring language used to describe characters in , including ; for example, "magician", "wizard", "sorcerer", and such as "gentle", "timid" or "frightened"
- identifying words from First Nations Australians' languages relevant to a topic

Students learn to:

**experiment with and begin to make conscious choices of vocabulary to suit the top**

(AC9E2LA09)

### **General capabilities and cross-curriculum priorities**

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

#### **Writing**

- Creating 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.

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

#### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

#### **Content description**

AC9E2LA09

#### **Learning progression extract**

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

#### **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")

### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)

- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

#### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

## **AC9E2LA10**

**recognise that capital letters are used in titles and commas are used to separate items in lists**

•

#### **Elaborations**

- identifying how capital letters are used in the titles of
- identifying commas used in lists in a variety of ; for example, "This class has students who Vietnamese, Thai and Arabic at home."

Students learn to:

**recognise that capital letters are used in titles and commas are used to separate items in lists**

(AC9E2LA10)

### **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 .

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

#### **Snapshot – Punctuation**

#### **Literacy: Writing: Punctuation**

#### **Content description**

AC9E2LA10

#### **Learning progression extract**

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

- 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")
- uses quotation marks for simple dialogue (e.g. "I can't see it," he said.)
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings

## **AC9E2LE01**

**discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world and illustrators**

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#### **Elaborations**

- discussing the depiction of characters in particular settings in well-known fairytales from wide-ranging world ; for example, children in forests, and royalty in castles and towers

- recognising recurring characters in particular settings in by First Nations Australian
- exploring the way wide-ranging Australian and illustrators depict the Australian outback and the associated characters

Students learn to:

**discuss how characters and settings are connected in literature created by First Nations and wide-ranging Australian and world authors and illustrators**

(AC9E2LE01)

### **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 .

#### **Social awareness**

- Empathy

#### **Social management**

- Communication

#### **Engaging with cultural and linguistic diversity**

- Develop empathy

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Culture**

- First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

#### **Inquiring**

- Identify, process and evaluate information

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LE01

#### **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**

AC9E2LE01

#### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information

- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

##### **Content description**

AC9E2LE01

##### **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 – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9E2LE01

##### **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 empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

##### **Content description**

AC9E2LE01

##### **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 – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9E2LE01

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
- use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

### **Snapshot – Identify, process and evaluate information**

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

##### **Content description**

AC9E2LE01

##### **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

## **Resource – WS01 - Imaginative writing using a known character**

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

### **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

### **AC9E2LA03**

identify how texts across the curriculum are organised differently and use language features depending on purposes

### **AC9E2LA04**

understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

### **AC9E2LA06**

understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction

### **AC9E2LA07**

understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups

### **AC9E2LA08**

understand that images add to or multiply the meanings of a text

### **AC9E2LA09**

experiment with and begin to make conscious choices of vocabulary to suit the topic

### **AC9E2LA10**

recognise that capital letters are used in titles and commas are used to separate items in lists

### **AC9E2LE01**

discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators

### **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

### **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

### **AC9E2LY06**

create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words

### **AC9E2LY08**

write words legibly and with growing fluency using unjoined upper-case and lower-case letters

### **AC9E2LY09**

manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words

### **AC9E2LY10**

use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words

### **AC9E2LY11**

use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words

### **AC9E2LY12**

build morphemic word families using knowledge of prefixes and suffixes

## **AC9E2LE02**

**identify features of , such as characters and settings, and give reasons for personal preferences**

- 
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### **Elaborations**

- discussing preferences for stories set in familiar or unfamiliar worlds, or about characters whose lives are like or unlike their own
- discussing their feelings about the positive and negative behaviours of non-human characters, such as animals

Students learn to:

**identify features of literary texts, such as characters and settings, and give reasons for preferences**

(AC9E2LE02)

### **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

#### **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

#### **Resources**

#### **Work Samples**

**WS01 - Imaginative writing using a known character**

**WS02 - Poetry - oral retelling**

**Snapshot – Draw conclusions and provide reasons**

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

## **Content description**

AC9E2LE02

### **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 – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LE02

#### **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**

AC9E2LE02

#### **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

## **Resource – WS02 - Poetry - oral retelling**

By the end of Year 2, students interact with others , and listen to and create spoken texts including stories.■They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features.■They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.■They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.■They use text structures to organise and link ideas for a purpose.■They punctuate simple and compound sentences.■They use topic-specific vocabulary.■They write words using consistently legible unjoined letters.■They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

## **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

## **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

## **AC9E2LE03**

discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

## **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

## **AC9E2LY02**

use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

## **AC9E2LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

## **AC9E2LY07**

create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

## **AC9E2LE03**

**discuss the characters and settings of a range of and identify how language is used to present these features in different ways**

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## **Elaborations**

- comparing how similar characters or settings are described in from different ; for example, how the seasons are described
- identifying and comparing used to convey actions, emotions and dialogue in a range of
- identifying the language used to describe the landscape in First Nations Australians' stories

Students learn to:

**discuss the characters and settings of a range of texts and identify how language is these features in different ways**

(AC9E2LE03)

### **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

#### **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.

#### **Resources**

#### **Work Samples**

### **WS02 - Poetry - oral retelling**

#### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LE03

#### **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**

AC9E2LE03

#### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

## **AC9E2LE04**

### **identify, reproduce and with rhythmic sound and word patterns in poems, chants, rhymes or songs**

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#### **Elaborations**

- exploring poems, chants, rhymes or songs from different home languages of class members

Students learn to:

### **identify, reproduce and experiment with rhythmic sound and word patterns in poem songs**

(AC9E2LE04)

#### **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 .

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Snapshot – Listening**

##### **Literacy: Speaking and listening: Listening**

##### **Content description**

AC9E2LE04

##### **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

#### **Snapshot – Communicate responsively**

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

##### **Content description**

AC9E2LE04

##### **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

#### **AC9E2LE05**

and by adapting structures and of familiar through drawing, writing, performance and

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## **Elaborations**

- inventing some speech, dialogue or behaviour for a favourite character, which may include the use

of video and audio tools, for an alternative event or outcome in the original

- reviewing and developing ; for example, adding such as “with a long tail” to improve descriptions

Students learn to:

## **create and edit literary texts by adapting structures and language features of familiar texts through drawing, writing, performance and digital tools**

(AC9E2LE05)

### **General capabilities and cross-curriculum priorities**

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

#### **Writing**

- Creating texts

#### **Generating**

- Create possibilities

#### **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

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

### **WS02 - Poetry - oral retelling**

#### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

#### **Content description**

AC9E2LE05

#### **Learning progression extract**

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

#### **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. "enjɪn" 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")

### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9E2LE05

#### **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**

AC9E2LE05

### **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**

AC9E2LE05

### **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

### **AC9E2LY01**

### **identify how similar topics and information are presented in different**

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### **Elaborations**

- reading a poem, and informative about lifecycles and discussing what is learnt
- exploring recipes presented on food packets, in recipe books, in short video clips and in a digital form, noting their shared

Students learn to:

### **identify how similar topics and information are presented in different types of texts**

(AC9E2LY01)

### **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 .

### **Analysing**

- Interpret concepts and problems

### **Reflecting**

- Transfer knowledge

### **Analysing**

- Interpret concepts and problems

### **Reflecting**

- Transfer knowledge

### **Related content**

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

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LY01

#### **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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9E2LY01

#### **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 – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9E2LY01



## **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 – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9E2LY01

#### **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 – Transfer knowledge**

### **Critical and Creative Thinking: Reflecting: Transfer knowledge**

#### **Content description**

AC9E2LY01

#### **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

## **AC9E2LY02**

**use when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions**

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#### **Elaborations**

- exploring ways to comment on what others say, including using starters such as “I like the way you ...”, “I agree that ...”, “I have a different thought ...”, “I’d like to say something different ...”
- demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion; for example, in think pair share activities
- asking relevant questions and making connections with personal experiences and the contributions of others
- understanding how to disagree or respectfully offer an alternative

Students learn to:

**use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions**

(AC9E2LY02)

#### **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

### **Social management**

- Collaboration

### **Inquiring**

- Develop questions

### **Engaging with cultural and linguistic diversity**

- Communicate responsively

### **Social management**

- Collaboration

### **Related content**

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

AC9HP2P02

### **Resources**

### **Work Samples**

## **WS02 - Poetry - oral retelling**

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9E2LY02

##### **Learning progression extract**

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

- 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")
- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9E2LY02

##### **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**

AC9E2LY02

#### **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**

AC9E2LY02

#### **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**

AC9E2LY02

#### **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 – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9E2LY02

#### **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 – Communicate responsively**

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

#### **Content description**

AC9E2LY02

#### **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 – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9E2LY02

#### **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

## **Resource – WS02 - Poetry - oral retelling**

By the end of Year 2, students interact with others , and listen to and create spoken texts including stories.■They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features.■They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words.■They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences.■They use text structures to organise and link ideas for a purpose.■They punctuate simple and compound sentences.■They use topic-specific vocabulary.■They write words using consistently legible unjoined letters.■They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

## **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

### **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

### **AC9E2LE03**

discuss the characters and settings of a range of texts and identify how language is used to present these features in different ways

### **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

### **AC9E2LY02**

use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

### **AC9E2LY05**

use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning

### **AC9E2LY07**

create, rehearse and deliver short oral and/or multimodal presentations for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace

## **AC9E2LY03**

**identify the and of imaginative, informative and persuasive**

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### **Elaborations**

- identifying the of written by First Nations Australian
- identifying the of advertisements and signs

Students learn to:

**identify the purpose and audience of imaginative, informative and persuasive texts**

(AC9E2LY03)

### **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 .

#### **People**

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

#### **Analysing**

- Draw conclusions and provide reasons

### **Snapshot – Understanding texts**

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9E2LY03

##### **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 – Draw conclusions and provide reasons**

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

#### **Content description**

AC9E2LY03

#### **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

## **AC9E2LY04**

**with phrasing and , using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting**

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#### **Elaborations**

- using phonic (sound–letter) and morphemic knowledge, and knowledge of when decoding
- monitoring own reading, self-correcting or reading back, re-reading when meaning does not make sense

Students learn to:

**read texts with phrasing and fluency, using phonic and word knowledge, and monitoring meaning by re-reading and self-correcting**

(AC9E2LY04)

### **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**

AC9E2LY04

#### **Learning progression extract**

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

- 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)
- reads aloud a range of complex and highly complex texts which include multisyllabic words and complex sentences with fluency and appropriate expression
- consistently and automatically integrates pausing, intonation, phrasing and rate

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9E2LY04

#### **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")

## **AC9E2LY05**

**use such as visualising, , connecting, summarising, monitoring and questioning to build literal and inferred meaning**

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### **Elaborations**

- listening for specific information and providing key facts or points from an informative or

persuasive

- listening and responding to detailed instructions
- integrating information from print, and prior knowledge to make supportable inferences
- identifying the main idea of a
- vocabulary that is likely to be in a , based on the topic and the of the ; for example, that “station” and “arrive” would be in a recounting a train journey
- using prior knowledge to make and confirm predictions when reading a
- using graphic organisers to represent the connections between characters, order of events or sequence of information

Students learn to:

**use comprehension strategies such as visualising, predicting, connecting, summarising and questioning to build literal and inferred meaning**

(AC9E2LY05)

### **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

AC9HS2S03

#### **Resources**

#### **Work Samples**

### **WS02 - Poetry - oral retelling**

#### **Snapshot – Interpret concepts and problems**

##### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9E2LY05

##### **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**

AC9E2LY05

##### **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**

AC9E2LY05

#### **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")

## **AC9E2LY06**

**and short imaginative, informative and persuasive written and/or for familiar , using appropriate to , simple and , and , topic-specific vocabulary, simple punctuation and common 2-syllable words**

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### **Elaborations**

- creating written so that readers follow the sequence of ideas or events
- using vocabulary, including topic-specific vocabulary, appropriate to the
- using to
- using simple and correctly and flexibly to express and combine ideas
- editing by adding, deleting or changing vocabulary to improve a ; for example, replacing an

everyday with a topic-specific one

- reviewing for grammatical accuracy; for example, use of

Students learn to:

**create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common**

(AC9E2LY06)

### **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

#### **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 .

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Related content**

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

AC9HS2S06

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Creating texts**

#### **Literacy: Writing: Creating texts**

#### **Content description**

AC9E2LY06

#### **Learning progression extract**

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

#### **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")

### **Crafting ideas**

- creates texts for a range of purposes such as observing and describing, providing reasons, expressing thoughts and feelings about a topic
- includes 4 or more simply stated and clearly connected ideas (e.g. introduces a topic and includes one or 2 facts; states an opinion with a reason; gives a recount of an event)
- includes a simple introduction to orient the reader (e.g. states a fact to introduce a report; states an opinion to introduce an argument; introduces a character to begin a narrative)
- writes ideas appropriate to a task or topic in sequenced sentences (e.g. writes informative texts with all the facts related to the topic)
- selects and discards ideas to make texts suitable for familiar audiences and purposes

### **Text forms and features**

- writes simple, compound and some complex sentences related to a topic using a broader range of conjunctions (e.g. "and", "but", "so", "because", "when") (see Grammar)
- maintains tense within a sentence (see Grammar)
- selects images to complement writing
- spells many high-frequency words correctly (see Spelling)
- uses sentence punctuation correctly (e.g. !, ?) (see Punctuation)
- uses noun groups/phrases to add detail (e.g. "the tomato plant in the pot") (see Grammar)
- uses a range of simple cohesive devices such as pronoun referencing and sequencing connectives
- uses adverbs to give precise meaning to verbs (e.g. "talking loudly") (see Grammar)

### **Vocabulary**

- uses a range of qualifying words (e.g. "every day"; "action movie")
- selects more specific adjectives (e.g. "giant" for "tall"; "golden" for "yellow")
- uses learning area topic vocabulary (e.g. "natural")
- uses common homophones correctly (e.g. "two", "too", "to")
- uses common idiomatic and colloquial phrases (e.g. "a piece of cake")

## **Snapshot – Grammar**

### **Literacy: Writing: Grammar**

#### **Content description**

AC9E2LY06

## Learning progression extract

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

### 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

### Grammatical accuracy

- writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (e.g. "Because he was afraid.")

### Group and word level

- uses a wide range of verbs and verb groups (e.g. uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction)
- employs a range of tenses to represent processes
- maintains subject-verb agreement in simple and compound sentences
- uses adjectives in noun groups/phrases to include details of participants, give opinion and classify (e.g. "that naughty, little cattle dog")
- uses adverbials to present more surrounding details for time, place, manner and reason

### Sentence level

- writes simple and compound sentences correctly including a range of sentence types (e.g. command, question, exclamation)
- writes complex sentences using conjunctions (e.g. "when", "because")

### Whole text level

- uses cohesive devices (e.g. word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – "however", "on the other hand", "therefore")
- uses determiners to support cohesion (e.g. "this hat", "those apples")
- uses well-structured paragraphs with topic sentences

## **Snapshot – Punctuation**

### **Literacy: Writing: Punctuation**

#### **Content description**

AC9E2LY06

#### **Learning progression extract**

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

- 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")
- uses quotation marks for simple dialogue (e.g. "I can't see it," he said.)
- uses apostrophes for plural possessives (e.g. "planes' wings")
- follows conventions of use of capitals in headings

## **Snapshot – Spelling**

### **Literacy: Writing: Spelling**

#### **Content description**

AC9E2LY06

#### **Learning progression extract**

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

- 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")
- uses morphemic word families to spell words (e.g. "small", "smaller")
- writes more difficult, unfamiliar words phonetically, with all phonemes represented (e.g. "enjin" for "engine")
- spells words with learnt consonant digraphs (e.g. "sheep", "tooth")
- spells multisyllabic words with learnt long vowel phonemes (e.g. "pi-lot", "di-et")
- writes one- and two-syllable words with consonant blends (e.g. "clapping")
- uses knowledge of morphemes to spell compound words with common base words (e.g. "handbag", "bedroom")
- uses simple dictionaries and spellcheckers
- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**



## **Content description**

AC9E2LY06

### **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**

AC9E2LY06

### **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

## **Resource – WS01 - Imaginative writing using a known character**

By the end of Year 2, students interact with others, and listen to and create spoken texts including stories. They share ideas, topic knowledge and appreciation of texts when they recount, inform or express an opinion, including details from learnt topics, topics of interest or texts. They organise and link ideas, and use language features including topic-specific vocabulary and features of voice.

They read, view and comprehend texts, identifying literal and inferred meaning, and how ideas are presented through characters and events. They describe how similar topics and information are presented through the structure of narrative and informative texts, and identify their language features and visual features. They use phonic and morphemic knowledge, and grammatical patterns to read unfamiliar words and most high-frequency words. They use punctuation for phrasing and fluency.

They create written and/or multimodal texts including stories to inform, express an opinion, adapt an idea or narrate for audiences. They use text structures to organise and link ideas for a purpose. They punctuate simple and compound sentences. They use topic-specific vocabulary. They write words using consistently legible unjoined letters. They spell words with regular spelling patterns, and use phonic and morphemic knowledge to attempt to spell words with less common patterns.

## **AC9E2LA02**

explore how language can be used for appreciating texts and providing reasons for preferences

## **AC9E2LA03**

identify how texts across the curriculum are organised differently and use language features depending on purposes

## **AC9E2LA04**

understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred

## **AC9E2LA06**

understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction

## **AC9E2LA07**

understand that in sentences nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups

## **AC9E2LA08**

understand that images add to or multiply the meanings of a text

### **AC9E2LA09**

experiment with and begin to make conscious choices of vocabulary to suit the topic

### **AC9E2LA10**

recognise that capital letters are used in titles and commas are used to separate items in lists

### **AC9E2LE01**

discuss how characters and settings are connected in literature created by First Nations Australian, and wide-ranging Australian and world authors and illustrators

### **AC9E2LE02**

identify features of literary texts, such as characters and settings, and give reasons for personal preferences

### **AC9E2LE05**

create and edit literary texts by adapting structures and language features of familiar literary texts through drawing, writing, performance and digital tools

### **AC9E2LY06**

create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and common 2-syllable words

### **AC9E2LY08**

write words legibly and with growing fluency using unjoined upper-case and lower-case letters

### **AC9E2LY09**

manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read and write words

### **AC9E2LY10**

use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words

### **AC9E2LY11**

use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high frequency words

### **AC9E2LY12**

build morphemic word families using knowledge of prefixes and suffixes

### **AC9E2LY07**

**, rehearse and deliver short oral and/or for familiar and , using appropriate to and topic-specific vocabulary, and varying , volume and**

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#### **Elaborations**

- preparing and delivering oral using more formal language and specific vocabulary about content area topics
- sequencing ideas, points or events appropriately
- adjusting volume and when speaking in more formal situations

Students learn to:

**create, rehearse and deliver short oral and/or multimodal presentations for familiar purposes, using text structure appropriate to purpose and topic-specific vocabulary tone, volume and pace**

(AC9E2LY07)

#### **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

## **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.

AC9HS2S06

## **Resources**

## **Work Samples**

## **WS02 - Poetry - oral retelling**

### **Snapshot – Draw conclusions and provide reasons**

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

##### **Content description**

AC9E2LY07

##### **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**

AC9E2LY07

##### **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**

AC9E2LY07

##### **Learning progression extract**

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

##### **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.")

### **Crafting ideas**

- creates detailed spoken texts on a broad range of learning area topics
- includes details and elaborations to expand ideas
- uses connectives to signal a change in relationship (e.g. "however", "although", "on the other hand") or to show causal relationships (e.g. "due to", "since") (see Grammar)
- uses a range of expressions to introduce an alternative point of view (e.g. "in my opinion", "he did not agree with")
- rehearses spoken text to accommodate time and technology
- controls tone, volume, pitch and pace to suit content and audience
- uses technologies or audio and visual features to enhance spoken text (e.g. videos a spoken presentation with music, sound effect enhancements)

### **Vocabulary**

- uses a broader range of more complex noun groups/phrases to expand description (e.g. "protective, outer covering")
- selects more specific and precise words to replace general words (e.g. uses "difficult" or "challenging" for "hard")
- uses some rhetorical devices (e.g. "don't you agree?")

## **AC9E2LY08**

**words legibly and with growing using unjoined upper-case and lower-case letters**

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### **Elaborations**

- consolidating a functional pencil grip/grasp

Students learn to:

**write words legibly and with growing fluency using unjoined upper-case and lower-**

(AC9E2LY08)

**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 .

### **Resources**

### **Work Samples**

## **WS01 - Imaginative writing using a known character**

### **Snapshot – Handwriting and keyboarding**

#### **Literacy: Writing: Handwriting and keyboarding**

#### **Content description**

AC9E2LY08

#### **Learning progression extract**

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

- 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
- writes using joined letters of consistent size
- slopes writing if appropriate to script
- begins to develop quick finger action when keying
- fluently handwrites and types to produce a range of texts

## **AC9E2LY09**

**manipulate more complex sounds in spoken words and use knowledge of , , and to and words**

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### **Elaborations**

- and sounds in words; for example, “b-r-o-th-er” or “c-l-ou-d-y”
- deleting and substituting sounds (phonemes) in spoken words to form new words; for example, delete the initial “scr” in “scratch” and substitute new initial sounds (phonemes) to form words such as “catch”, “batch” and “hatch”; substituting a medial sound (phoneme) to form a new word; for example, “stack” becomes “stick”

Students learn to:

**manipulate more complex sounds in spoken words and use knowledge of blending, deletion and phoneme substitution to read and write words**

(AC9E2LY09)

### **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 .

## **Resources**

### **Work Samples**

#### **WS01 - Imaginative writing using a known character**

### **Snapshot – Phonological awareness**

#### **Literacy: Reading and viewing: Phonological awareness**

##### **Content description**

AC9E2LY09

##### **Learning progression extract**

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

- 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
- says the new word when asked to delete an initial phoneme (e.g. "cat" becomes "at")
- says the new word when asked to add an initial phoneme (e.g. "all" becomes "ball")
- says the new word when asked to substitute an initial phoneme (e.g. "cat" becomes "bat")
- says the new word when asked to delete a final phoneme (e.g. "puppy" becomes "pup")
- says the new word when asked to add a final phoneme at (e.g. "me" becomes "meet")
- says the new word when asked to substitute a final phoneme (e.g. "bet" becomes "bell")
- says the new word when asked to substitute a medial phoneme (e.g. "mat" becomes "met")

#### **AC9E2LY10**

**use phoneme– (sound–letter/s) matches, including , less common patterns, clusters and when reading and writing words of one or more , including compound words**

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##### **Elaborations**

- reading words with where one letter is not pronounced; for example, “knife” and “thumb”, when reading and using them in writing
- providing the sounds for less common letter–sound matches; for example, “ight”, and using them in writing
- reading words with (“ee”, “oo”, “ai”, “ay”, “ea”)

Students learn to:

**use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common patterns, consonant clusters and silent letters when reading and writing words of one or more syllables, including compound words**

(AC9E2LY10)

### **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

#### **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 .

## **Resources**

### **Work Samples**

#### **WS01 - Imaginative writing using a known character**

## **Snapshot – Phonic knowledge and word recognition**

### **Literacy: Reading and viewing: Phonic knowledge and word recognition**

#### **Content description**

AC9E2LY10

#### **Learning progression extract**

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

##### **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

##### **Phonic knowledge**

- reads CCVCC words (e.g. "trust"), CCCVC words (e.g. "scrap"), CCCVCC words (e.g. "thrust") and applies this knowledge when reading continuous texts
- reads words with r-controlled vowel digraphs "ar", "er", "or", "ur", "ir", writes words accordingly and applies this knowledge when reading continuous texts (e.g. "ir" - "bird", "er" - "sister", "ar" - "card", "ur" - "hurt", "or" - "word")
- applies common phonic generalisations when reading continuous texts (e.g. soft "g" - "age", hard "g" - "game")
- says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (e.g. "spat" - "sat")
- reads multisyllabic words with common double graphemes and applies this when reading continuous texts (e.g. "ss" - "blossom", "tt" - "letter", "zz" - "fizzy", "ff" - "offend")
- reads words with graphemes representing diphthongs when reading continuous texts (e.g. "ou" - "ground", "ow" - "cow", "oi" - "boil")

##### **Word recognition**

- reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding-out strategies
- reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

##### **Phonic knowledge and word recognition**

- reads less common graphemes that contain alternative spelling for phonemes (e.g. /ch/tch/j/g/) and applies this knowledge when reading continuous texts
- reads multisyllabic words, including those with prefixes and suffixes, and applies this knowledge when reading continuous texts (e.g. "in-", "ex-", "dis-", "-ful", "-able", "-ly")
- reads words with silent letters in digraphs and applies this knowledge when reading continuous texts (e.g. "kn" - "knot", "mb" - "lamb")
- reads multisyllabic words with more complex letter combinations and letter clusters (e.g. "-igh" - "right", "-tion" - "station", "-ough" - "cough")

## **Snapshot – Spelling**

### **Literacy: Writing: Spelling**

#### **Content description**

AC9E2LY10

#### **Learning progression extract**

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

- 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")
- uses morphemic word families to spell words (e.g. "small", "smaller")
- writes more difficult, unfamiliar words phonetically, with all phonemes represented (e.g. "enjin" for "engine")
- spells words with learnt consonant digraphs (e.g. "sheep", "tooth")
- spells multisyllabic words with learnt long vowel phonemes (e.g. "pi-lot", "di-et")
- writes one- and two-syllable words with consonant blends (e.g. "clapping")
- uses knowledge of morphemes to spell compound words with common base words (e.g. "handbag", "bedroom")
- uses simple dictionaries and spellcheckers
- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")

## AC9E2LY11

**use knowledge of spelling patterns and to and words whose spelling is not completely predictable from their sounds, including**

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### Elaborations

- using known words and knowledge of spelling patterns and to unknown words; for example, "one", "once", "only" and "lone"
- using to the correct word when an unknown word has more than one plausible pronunciation

Students learn to:

**use knowledge of spelling patterns and morphemes to read and write words whose completely predictable from their sounds, including high-frequency words**

(AC9E2LY11)

### 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 .

### Resources

### Work Samples

## WS01 - Imaginative writing using a known character

### Snapshot – Spelling

#### Literacy: Writing: Spelling

#### Content description

AC9E2LY11

#### Learning progression extract

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



content.

- 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")
- uses morphemic word families to spell words (e.g. "small", "smaller")
- writes more difficult, unfamiliar words phonetically, with all phonemes represented (e.g. "enjin" for "engine")
- spells words with learnt consonant digraphs (e.g. "sheep", "tooth")
- spells multisyllabic words with learnt long vowel phonemes (e.g. "pi-lot", "di-et")
- writes one- and two-syllable words with consonant blends (e.g. "clapping")
- uses knowledge of morphemes to spell compound words with common base words (e.g. "handbag", "bedroom")
- uses simple dictionaries and spellcheckers
- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")

## **AC9E2LY12**

### **build morphemic word families using knowledge of and**

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#### **Elaborations**

- using morphemic knowledge of words to spell unknown words; for example, "one", "once", "cover", "covering", "uncover"
- writing unknown words using morphemic knowledge; for example, using the known word "friend" to "friendly" and "friendship"

Students learn to:

### **build morphemic word families using knowledge of prefixes and suffixes**

(AC9E2LY12)

#### **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 .

#### **Resources**

#### **Work Samples**

### **WS01 - Imaginative writing using a known character**

#### **Snapshot – Spelling**

#### **Literacy: Writing: Spelling**

#### **Content description**

AC9E2LY12

## Learning progression extract

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

- 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")
- uses morphemic word families to spell words (e.g. "small", "smaller")
- writes more difficult, unfamiliar words phonetically, with all phonemes represented (e.g. "enjin" for "engine")
- spells words with learnt consonant digraphs (e.g. "sheep", "tooth")
- spells multisyllabic words with learnt long vowel phonemes (e.g. "pi-lot", "di-et")
- writes one- and two-syllable words with consonant blends (e.g. "clapping")
- uses knowledge of morphemes to spell compound words with common base words (e.g. "handbag", "bedroom")
- uses simple dictionaries and spellcheckers
- uses a bank of spelling strategies and knowledge to attempt to spell words (e.g. phonic knowledge, visual knowledge, morphemic knowledge)
- writes most common and high-frequency words correctly
- writes common words with silent letters correctly (e.g. "crumb", "knee")
- writes some common contractions correctly (e.g. "you're", "won't")
- uses three-letter consonant blends in words correctly (e.g. "three", "string", "splash")
- uses knowledge of morphemes to spell compound words, where the base word remains unchanged (e.g. "grandmother")
- recognises spelling errors in own writing
- spells words with r-controlled vowel digraphs (e.g. "start", "worm")