

(no-code)

explore how language is used differently at home and school depending on the relationships between people

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Elaborations

- asking relevant questions, and expressing requests and opinions in ways that suit the
- learning to use language according to the relationship between people; for example, between a parent and a child, a teacher and a student, siblings or friends, shopkeepers and customers

Students learn to:

explore how language is used differently at home and school depending on the relationships between people

(AC9EFLA01)

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

- Reflect on the relationship between cultures and identities
- Explore the influence of cultures on interactions

Speaking and listening

- Listening

Self-awareness

- Personal 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 .

Inquiring

- Develop questions

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Engaging with cultural and linguistic diversity

- Communicate responsively

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities

Content description

AC9EFLA01

Continuum extract

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed

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

AC9EFLA01

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLA01

Learning progression extract

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9EFLA01

Continuum extract

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

- identify their likes, dislikes, strengths, abilities and interests when showing a personal preference
- identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices
- describe personal qualities and how these contribute to growth

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9EFLA01

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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9EFLA01

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

Snapshot – Communicate responsively

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

Content description

AC9EFLA01

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

AC9EFLA02

explore different ways of using language to express preferences, likes and dislikes

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Elaborations

- recognising how feelings and preferences might be communicated in speech and gesture
- recognising the ways emotions and feelings can be conveyed in visual and ; for example, in advertising and animations

Students learn to:

explore different ways of using language to express preferences, likes and dislikes

(AC9EFLA02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Self-awareness

- Personal 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 .

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Self-awareness

- Personal awareness

Engaging with cultural and linguistic diversity

- Communicate responsively

Related content

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

AC9HPFP03

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9EFLA02

Learning progression extract

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

- shares simple ideas with peers

- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9EFLA02

Continuum extract

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

- identify their likes, dislikes, strengths, abilities and interests when showing a personal preference
- identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices
- describe personal qualities and how these contribute to growth

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9EFLA02

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

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9EFLA02

Continuum extract

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

- identify their likes, dislikes, strengths, abilities and interests when showing a personal preference
- identify their likes, dislikes, strengths, abilities and interests, and describe how these influence choices
- describe personal qualities and how these contribute to growth

Snapshot – Communicate responsively

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

Content description

AC9EFLA02

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

AC9EFLA03

understand that can take many forms such as signs, books and

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Elaborations

- comparing in informative and imaginative , and identifying similarities and differences
- comparing different ways information might be presented; for example, on a sign or in a set of instructions
- identifying different forms of in school, home and community settings; for example, crossing signs, hand washing signs, directions and product labels
- understanding that many First Nations Australians' stories are oral narrations and cultural accounts, and may be represented as or with

Students learn to:

understand that texts can take many forms such as signs, books and digital texts

(AC9EFLA03)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Understanding texts

Elaborations

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

Culture

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

Related content

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

AC9HPFP06

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLA03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

- uses context to understand homonyms

AC9EFLA04

understand of print and screen, including how books and simple are usually organised

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Elaborations

- learning that in written is from left to right and usually from top to bottom of the page
- identifying tabs in a
- discussing the placement of and words in
- indicating the title of a book and where to start reading

Students learn to:

understand conventions of print and screen, including how books and simple digital are usually organised

(AC9EFLA04)

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 .

Managing and operating

- Select and operate tools

Resources

Work Samples

WS01 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLA04

Learning progression extract

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

Comprehension

- answers simple literal questions about texts read by a proficient reader
- repeats fragments of text
- invents a spoken text based on images

Processes

- recognises symbols and words in texts (e.g. recognises own name)
- distinguishes between print and images
- shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up)
- imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text

Vocabulary

- identifies familiar images in texts and comments by adding some detail (e.g. "the dog is wet")

Comprehension

- listens actively and responds to a range of texts read by others
- makes a simple statement about the content of a text (e.g. "it was about the farm")
- engages in group discussion about a text or shared learning experience
- talks about images and/or some printed words in a text
- answers and poses mainly literal questions about the text

- infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image)

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9EFLA04

Continuum extract

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help

Resource – WS01 - The Very Hungry Caterpillar

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

Resource – WS02 - Big write

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories.■They share thoughts and preferences, retell events and report information or key ideas to an audience.■They use language features including words and phrases from learning and texts.■They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.■They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences.■They identify the language features of texts including connections between print and images.■They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLA09

identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

AC9EFLY12

write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

AC9EFLY13

use knowledge of letters and sounds to spell words

AC9EFLY14

read and write some high-frequency words and other familiar words

AC9EFLA05

recognise that are key units for expressing ideas

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Elaborations

- learning that word order in is important for meaning; for example, “The boy sat on the dog.” “The dog sat on the boy.”
- recognising the difference between a fragment and a ; for example, “after school”, “Dad will pick me up after school.”

Students learn to:

recognise that sentences are key units for expressing ideas

(AC9EFLA05)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Listening

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 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLA05

Learning progression extract

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9EFLA05

Learning progression extract

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

Group and word level

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

Whole text level

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

Group and word level

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

shops")

Grammatical accuracy

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

Grammatical accuracy

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

Group and word level

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

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

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

AC9EFLA06

recognise that are made up of groups of words that work together in particular ways to make meaning

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Elaborations

- learning how words in a relate to one another; for example, connecting a cat () to ate (), or black () to a cat ()

Students learn to:

**recognise that sentences are made up of groups of words that work together in part
make meaning**

(AC9EFLA06)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Listening

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 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLA06

Learning progression extract

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

content.

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

Snapshot – Grammar

Literacy: Writing: Grammar

Content description

AC9EFLA06

Learning progression extract

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

Group and word level

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

Whole text level

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

Group and word level

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

Grammatical accuracy

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

Grammatical accuracy

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

Group and word level

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

Sentence level

- writes coherent simple sentences to express an idea or event

Whole text level

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

AC9EFLA07

explore the contribution of and words to meaning in stories and informative

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Elaborations

- recognising that can be interpreted differently when only the words or only the are or viewed
- identifying where written is reflected in accompanying and where written is not captured in

Students learn to:

explore the contribution of images and words to meaning in stories and informative

(AC9EFLA07)

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 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLA07

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by

proficient readers

- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

AC9EFLA08

recognise and awareness of vocabulary used in familiar related to everyday experiences, personal interests and topics taught at school

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Elaborations

- identifying learning area-specific words when learning new topics or engaging in imaginative ; for

example, role-playing a shopkeeper and a customer

- identifying words for a topic studied at school; for example, words relevant to the topic of families

- expanding vocabulary through informal interactions and planned experiences with adults and peers, , , and artefacts or objects

Students learn to:

recognise and develop awareness of vocabulary used in familiar contexts related to experiences, personal interests and topics taught at school

(AC9EFLA08)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Listening

Elaborations

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

Resources

Work Samples

WS01 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLA08

Learning progression extract

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

AC9EFLA09

identify punctuation as a feature of written different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of while punctuation marks signal the end

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Elaborations

- commenting on capital letters encountered in everyday ; for example, "That's the letter that

starts my name.” “The name of my family and my town have capital letters.”

Students learn to:

identify punctuation as a feature of written text different from letters; recognise that letters are used for names, and that capital letters also signal the beginning of sentences; punctuation marks signal the end

(AC9EFLA09)

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

WS02 - Big write

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9EFLA09

Learning progression extract

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

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

AC9EFLE01

share ideas about stories, poems and in literature, reflecting on experiences that are similar or different to their own by engaging with by First Nations Australian, and wide-ranging Australian and world and illustrators

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Elaborations

- engaging with that reflect the social and cultural groups to which students belong
- comparing experiences depicted in stories by wide-ranging world with own experiences
- viewing stories by First Nations Australian storytellers from print, visual, digital and sources
- engaging with that portray Australian family life in different settings across Australia; for example, suburban and remote settings
- identifying some features of culture that are revealed by characters and events in stories; for example, dress, food and daily routines

Students learn to:

share ideas about stories, poems and images in literature, reflecting on experiences similar or different to their own by engaging with texts by First Nations Australian, and wide-ranging Australian and world authors and illustrators

(AC9EFLE01)

General capabilities and cross-curriculum priorities

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

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

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 .

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

- Empathy

Engaging with cultural and linguistic diversity

- Develop multiple perspectives

Social awareness

- Empathy

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.

Reflecting on culture and cultural diversity

- Explore the influence of cultures on interactions

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives

Content description

AC9EFLE01

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9EFLE01

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9EFLE01

Learning progression extract

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9EFLE01

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9EFLE01

Continuum extract

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

- acknowledge that people have different needs, emotions and abilities
- 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

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop perspectives

Content description

AC9EFLE01

Continuum extract

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9EFLE01

Continuum extract

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

- acknowledge that people have different needs, emotions and abilities
- 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

Snapshot – Explore the influence of cultures on interactions

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

Content description

AC9EFLE01

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

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

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Elaborations

- using drawing and beginning forms of writing to express personal responses to stories, poems or films
- discussing events and characters in , and connecting them to their own experiences

Students learn to:

respond to stories and share feelings and thoughts about their events and characters

(AC9EFLE02)

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 .

Generating

- Create possibilities

Related content

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

AC9HPFP03

Resources

Work Samples

WS01 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLE02

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9EFLE02

Learning progression extract

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9EFLE02

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

Resource – WS01 - The Very Hungry Caterpillar

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell , report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters , spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

Resource – WS02 - Big write

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories.■They share thoughts and preferences, retell events and report information or key ideas to an audience.■They use language features including words and phrases from learning and texts.■They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.■They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences.■They identify the language features of texts including connections between print and images.■They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLA09

identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

AC9EFLY12

write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

AC9EFLY13

use knowledge of letters and sounds to spell words

AC9EFLY14

read and write some high-frequency words and other familiar words

AC9EFLE03

recognise different types of and identify features including events, characters, and beginnings and endings

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Elaborations

- recognising that stories often have similar beginnings; for example, “Once upon a time”, “A long, long time ago” in fairytales or introducing the character: “A girl called Amira ...”
- exploring literature by First Nations Australian and their cultural patterns of storytelling
- identifying how stories are told in poetry
- identifying typical features of fairytales such as princes and princesses or the moral of the

Students learn to:

recognise different types of literary texts and identify features including events, characterisations, beginnings and endings

(AC9EFLE03)

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

- 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.

Understanding ethical concepts and perspectives

- Explore ethical concepts

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLE03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

- reads and views simple texts with support from a proficient reader (see Text complexity)
- retells a familiar story or shared learning experience
- contributes to group discussion, demonstrating understanding of a range of texts read by

proficient readers

- makes relevant comments or asks relevant questions to demonstrate understanding of a text
- makes connections between texts and personal experiences

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLE03

Learning progression extract

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9EFLE03

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

AC9EFLE04

explore and replicate the rhythms and sound patterns of such as poems, rhymes and songs

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Elaborations

- using music and actions to enhance appreciation of rhymes, poems, chants and songs
- reciting rhymes with actions
- exploring rhythms used in poems by First Nations Australians

Students learn to:

explore and replicate the rhythms and sound patterns of literary texts such as poems and songs

(AC9EFLE04)

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 .

Culture

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

People

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

Snapshot – Phonological awareness

Literacy: Reading and viewing: Phonological awareness

Content description

AC9EFLE04

Learning progression extract

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

- participates in rhymes and chants and songs including in home language or dialect (see Listening)
- echoes modelled phonemes and pairs of rhyming words e.g. repeats single phonemes such as /a/ and single-syllable rhyming words such as "in" and "tin"
- completes familiar phrases in texts including chants, songs and poems
- segments a short, spoken sentence of three to five words into separate spoken words
- orally blends and segments words with two and three syllables (e.g. "hopp-ing", "fam-i-ly")
- orally blends initial consonants with following letters to say a one syllable word (e.g. "m/um" = "mum", "h/at" = "hat", "sh/o p" = "shop")
- provides a word when given a starting phoneme (e.g. /p/ - "picture")
- consistently says the first phoneme of a spoken word (e.g. "good" - /g/)
- listens and identifies rhyming words from a choice of up to 4 one-syllable words (e.g. "sing", "thing", "dog", "wing")
- listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme

AC9EFLE05

retell and adapt familiar through , performance, or writing

-
-

Elaborations

- drawing and role-playing characters or events
- sequencing pictures, which may involve using , to retell a

Students learn to:

retell and adapt familiar literary texts through play, performance, images or writing

(AC9EFLE05)

General capabilities and cross-curriculum priorities

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

Generating

- Create possibilities

Speaking and listening

- Speaking

Elaborations

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

Generating

- Create possibilities
- Put ideas into action

Creating and exchanging

- Create, communicate and collaborate

Managing and operating

- Select and operate tools

Resources

Work Samples

WS01 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9EFLE05

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9EFLE05

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?")
- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9EFLE05

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9EFLE05

Continuum extract

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results

Snapshot – Create, communicate and collaborate

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

Content description

AC9EFLE05

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

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9EFLE05

Continuum extract

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

- use simple digital tools to explore tasks and consolidate learning
- seek help when encountering a problem
- use familiar digital tools to complete tasks and consolidate learning
- attempt to solve a problem before seeking help

AC9EFLY01

identify some familiar , such as stories and informative , and their

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Elaborations

- recognising symbols in everyday environments and discussing why they are used; for example, exit signs, school crossing signs, emblems or badges on school uniforms
- using book covers to group imaginative and informative
- grouping according to topic; for example, grouping a set of , which may include informative and imaginative , about farm animals

Students learn to:

identify some familiar texts, such as stories and informative texts, and their purposes

(AC9EFLY01)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Understanding texts

Elaborations

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

Related content

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

AC9HSFS02

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLY01

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

- uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition)
- decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition)
- identifies taught high-frequency words in a text (see Phonic knowledge and word recognition)
- demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition)
- tracks text left to right
- uses return sweep
- consistently reads left page before right page
- makes predictions (e.g. uses the cover of a book or screen image to predict the content)

- identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar)
- pauses or appeals for support when meaning is disrupted
- recognises sentence boundary punctuation and uses it when reading aloud (see Punctuation)

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

AC9EFLY02

interact in informal and structured situations by listening while others and using including volume levels

-
-

Elaborations

- exchanging ideas with peers in pairs and small groups, engaging in class discussions, listening to others and contributing ideas
- showing understanding of appropriate listening behaviour, such as listening without interrupting, and looking at the speaker, if culturally appropriate
- altering volume for inside and outside situations and when speaking to an
- participating in informal interaction situations; for example, play-based experiences that involve the imaginative use of spoken language
- listening to and following instructions

Students learn to:

interact in informal and structured situations by listening while others speak and use voice including volume levels

(AC9EFLY02)

General capabilities and cross-curriculum priorities

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

Speaking and listening

- Interacting

Social management

- Communication
- Collaboration

Elaborations

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

Social management

- Communication
- Collaboration

Social management

- Communication

Social management

- Communication
- Collaboration

Related content

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

AC9HPFP02

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9EFLY02

Learning progression extract

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

- shares simple ideas with peers
- responds to questions in class discussion using non-verbal responses (e.g. nodding)
- listens without interrupting (see Listening)
- uses home language or dialect to interact with familiar peers and adults
- 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

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9EFLY02

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9EFLY02

Continuum extract

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9EFLY02

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9EFLY02

Continuum extract

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9EFLY02

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Communication

Content description

AC9EFLY02

Continuum extract

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

- communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts
- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9EFLY02

Continuum extract

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

- engage with peers and other community members
- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities

AC9EFLY03

identify some differences between imaginative and informative

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Elaborations

- talking about what is “real” and what is imagined in
- identifying and selecting for information and commenting on how the might help with a task
- comparing in imaginative with in informative

Students learn to:

identify some differences between imaginative and informative texts

(AC9EFLY03)

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

AC9EFLY03

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

AC9EFLY04

decodable and using developing , and monitor meaning using and emerging grammatical knowledge

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Elaborations

- navigating a correctly, starting at the right place and reading in the right direction, returning to the next line as needed and matching one spoken word to one written word
- attempting to work out unknown words by using phonic decoding and knowledge of
- pausing or asking for support when meaning breaks down

Students learn to:

read decodable and authentic texts using developing phonic knowledge, and monitoring comprehension in context and emerging grammatical knowledge

(AC9EFLY04)

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

AC9EFLY04

Learning progression extract

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

- reads decodable or familiar texts by phrasing 2 words at a time with some attention to expression
- reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts)
- uses punctuation cues, and some intonation and expression
- reads accurately at an efficient pace without overt sounding and blending
- reads aloud an elementary text at a flowing pace, pausing to attend to more complex punctuation
- uses effective intonation, stress and expression that indicate comprehension
- maintains pace and accuracy when reading with an experienced reader
- reads without finger tracing

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLY04

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

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

AC9EFLY05

use such as visualising, , connecting, summarising and questioning to understand and discuss listened to, viewed or independently

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-

Elaborations

- sequencing ideas in spoken , retelling well-known stories, retelling stories with picture cues, retelling information using prompts
- listening for specific ; for example, details of a character or to answer a given question
- relating one or two key facts from informative
- retelling events from First Nations Australians' stories and cultural accounts in sequence
- what might happen in a based on the title and cover

Students learn to:

use comprehension strategies such as visualising, predicting, connecting, summarising, questioning to understand and discuss texts listened to, viewed or read independently

(AC9EFLY05)

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

Speaking and listening

- Listening

Elaborations

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

Culture

- 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.

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.

Related content

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

AC9HPFP06

AC9HSFS03

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9EFLY05

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

Snapshot – Identify, process and evaluate information

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

Content description

AC9EFLY05

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

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9EFLY05

Learning progression extract

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

Comprehension

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

Processes

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

Vocabulary

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

Comprehension

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

Processes

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

Vocabulary

- demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word

"run" in "running")

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

Comprehension

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

Processes

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

Vocabulary

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

Snapshot – Listening

Literacy: Speaking and listening: Listening

Content description

AC9EFLY05

Learning progression extract

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

- responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
- uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
- 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)

AC9EFLY06

and participate in shared editing of short written to record and report ideas and events using some learnt vocabulary, basic boundary punctuation and spelling some – – words correctly

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-

Elaborations

- using beginning writing knowledge, sound–letter relationships, known words and punctuation to short
- using writing and drawing, which may include , to represent and communicate personal responses to ideas and events experienced through
- “reading” their own back to an experienced writer
- participating in shared editing by circling the capital letters at the beginning of

Students learn to:

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling consonant–vowel–consonant words correctly

(AC9EFLY06)

General capabilities and cross-curriculum priorities

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

Writing

- Creating texts
- 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 .

Generating

- Put ideas into action

Creating and exchanging

- Create, communicate and collaborate

Related content

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

AC9HSFS05

Resources

Work Samples

WS01 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9EFLY06

Learning progression extract

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Crafting ideas

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

Text forms and features

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

Vocabulary

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

Snapshot – Punctuation

Literacy: Writing: Punctuation

Content description

AC9EFLY06

Learning progression extract

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

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

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9EFLY06

Learning progression extract

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

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9EFLY06

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

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9EFLY06

Continuum extract

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

- put ideas into action through trial-and-error experiences
- put ideas into action by experimenting with options and predicting possible results

Snapshot – Create, communicate and collaborate

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

Content description

AC9EFLY06

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

Resource – WS01 - The Very Hungry Caterpillar

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories. They share thoughts and preferences, retell events and report information or key ideas to an audience. They use language features including words and phrases from learning and texts. They listen for and identify rhymes, letter patterns and sounds (phonemes) in words. They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences. They identify the language features of texts including connections between print and images. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell , report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters , spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

Resource – WS02 - Big write

By the end of Foundation, students listen to texts, interact with others and create short spoken texts, including retelling stories.■They share thoughts and preferences, retell events and report information or key ideas to an audience.■They use language features including words and phrases from

learning and texts.■They listen for and identify rhymes, letter patterns and sounds (phonemes) in words.■They orally blend and segment phonemes in single-syllable words.

They read, view and comprehend texts, making connections between characters, settings and events, and to personal experiences.■They identify the language features of texts including connections between print and images.■They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters (graphs). They read words including consonant–vowel–consonant words and some high-frequency words.

They create short written texts, including retelling stories using words and images where appropriate. They retell, report information and state their thoughts, feelings and key ideas. They use words and phrases from learning and texts. They form letters, spell most consonant–vowel–consonant words and experiment with capital letters and full stops.

AC9EFLA04

understand conventions of print and screen, including how books and simple digital texts are usually organised

AC9EFLA05

recognise that sentences are key units for expressing ideas

AC9EFLA06

recognise that sentences are made up of groups of words that work together in particular ways to make meaning

AC9EFLA07

explore the contribution of images and words to meaning in stories and informative texts

AC9EFLA08

recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school

AC9EFLA09

identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end

AC9EFLE02

respond to stories and share feelings and thoughts about their events and characters

AC9EFLE05

retell and adapt familiar literary texts through play, performance, images or writing

AC9EFLY06

create and participate in shared editing of short written texts to record and report ideas and events using some learnt vocabulary, basic sentence boundary punctuation and spelling some consonant–vowel–consonant words correctly

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

AC9EFLY12

write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words

AC9EFLY13

use knowledge of letters and sounds to spell words

AC9EFLY14

read and write some high-frequency words and other familiar words

AC9EFLY07

and deliver short spoken to report ideas and events to peers, using such as appropriate volume

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Elaborations

- sharing a personal experience, interest or discovery with peers in a semi-formal situation
- sharing personal responses to ideas and events experienced through
- using visual prompts to practise staying on topic or to sequence ideas

Students learn to:

create and deliver short spoken texts to report ideas and events to peers, using features such as appropriate volume

(AC9EFLY07)

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.

AC9HSFS05

Snapshot – Draw conclusions and provide reasons

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

Content description

AC9EFLY07

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

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9EFLY07

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

Snapshot – Speaking

Literacy: Speaking and listening: Speaking

Content description

AC9EFLY07

Learning progression extract

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

Crafting ideas

- speaks in short phrases or simple sentences about familiar objects, people or events
- uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty";

"Can I have a pencil?")

- makes simple requests
- indicates a preference when offered a choice (e.g. selects a fruit from a bowl)
- uses simple, appropriate personal greetings

Vocabulary

- uses a small range of familiar words
- names common items from the environment or pictures
- uses mainly correct word order in simple sentences

Crafting ideas

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

Vocabulary

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

Crafting ideas

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

Vocabulary

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

AC9EFLY08

form most lower-case and upper-case letters using learnt letter formations

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Elaborations

- following clear demonstrations of how to construct each letter; for example, where to start and in which direction to
- developing a functional pencil grip/grasp

Students learn to:

form most lower-case and upper-case letters using learnt letter formations

(AC9EFLY08)

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 - The Very Hungry Caterpillar

WS02 - Big write

Snapshot – Handwriting and keyboarding

Literacy: Writing: Handwriting and keyboarding

Content description

AC9EFLY08

Learning progression extract

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

- uses pencils or writing implements appropriately
- writes or types some letters or words correctly
- correctly forms most lower-case letters
- correctly forms some upper-case letters
- writes or types a few words
- uses numeral keys
- correctly forms all letters
- uses spaces between handwritten words
- positions letters and words on a line
- demonstrates keyboarding skills by typing short letter clusters and short common words as single units (e.g. "er", "ing", "the", "my")
- types using spaces between words and sentence punctuation

AC9EFLY09

recognise and generate rhyming words, patterns, and sounds (phonemes) in spoken words ()

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Elaborations

- recognising and producing rhyming words when listening to rhyming stories or rhymes; for example, “funny” and “money”
- identifying patterns of in spoken words; for example, “helpful Henry”
- identifying in spoken words; for example, clapping the rhythm of “Mon-day”, “Ja-cob” or “Si-en-na”

Students learn to:

recognise and generate rhyming words, alliteration patterns, syllables and sounds () spoken words (phonological awareness)

(AC9EFLY09)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Phonological awareness

Elaborations

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

Snapshot – Phonological awareness

Literacy: Reading and viewing: Phonological awareness

Content description

AC9EFLY09

Learning progression extract

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

content.

- participates in rhymes and chants and songs including in home language or dialect (see Listening)
- echoes modelled phonemes and pairs of rhyming words e.g. repeats single phonemes such as /a/ and single-syllable rhyming words such as "in" and "tin"
- completes familiar phrases in texts including chants, songs and poems
- segments a short, spoken sentence of three to five words into separate spoken words
- orally blends and segments words with two and three syllables (e.g. "hopp-ing", "fam-i-ly")
- orally blends initial consonants with following letters to say a one syllable word (e.g. "m/um" = "mum", "h/at" = "hat", "sh/o p" = "shop")
- provides a word when given a starting phoneme (e.g. /p/ - "picture")
- consistently says the first phoneme of a spoken word (e.g. "good" - /g/)
- listens and identifies rhyming words from a choice of up to 4 one-syllable words (e.g. "sing", "thing", "dog", "wing")
- listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme

AC9EFLY10

into individual words; orally and single-syllable spoken words; isolate, and manipulate phonemes in single-syllable words ()

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Elaborations

- saying the sounds when given a word; for example, "can" ("c-a-n") or "ship" ("sh-i-p")
- saying the word when given the sounds; for example, "l-i-p" ("lip") or "m-u-n-ch" ("munch")
- saying the new word when the beginning phoneme/medial/end phoneme in a word is replaced with a different phoneme; for example, "run" becomes "fun", or "fun" becomes "fan"

Students learn to:

segment sentences into individual words; orally blend and segment single-syllable isolate, blend and manipulate phonemes in single-syllable words (phonological awa

(AC9EFLY10)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Phonological awareness

Elaborations

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

Snapshot – Phonological awareness

Literacy: Reading and viewing: Phonological awareness

Content description

AC9EFLY10

Learning progression extract

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

- participates in rhymes and chants and songs including in home language or dialect (see Listening)
- echoes modelled phonemes and pairs of rhyming words e.g. repeats single phonemes such as /a/ and single-syllable rhyming words such as "in" and "tin"
- completes familiar phrases in texts including chants, songs and poems
- segments a short, spoken sentence of three to five words into separate spoken words
- orally blends and segments words with two and three syllables (e.g. "hopp-ing", "fam-i-ly")
- orally blends initial consonants with following letters to say a one syllable word (e.g. "m/um" = "mum", "h/at" = "hat", "sh/o p" = "shop")
- provides a word when given a starting phoneme (e.g. /p/ - "picture")
- consistently says the first phoneme of a spoken word (e.g. "good" - /g/)
- listens and identifies rhyming words from a choice of up to 4 one-syllable words (e.g. "sing",

"thing", "dog", "wing")

- listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
- orally blends 2 or 3 phonemes together to make a one-syllable word (e.g. "a-sh", "s-u-n", "b-i-n", "sh-i-p")
- orally segments words of two or three phonemes into separate phonemes (e.g. "c-a-t", "s-u-n", "k-i-ck")
- identifies the number of phonemes that make up a spoken one-syllable word comprised of less than 4 phonemes
- identifies first and final phoneme in a word

AC9EFLY11

recognise and name all upper- and lower-case letters () and know the most common sound that each letter represents

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Elaborations

- recognising letters in own name
- matching upper- and lower-case letters
- identifying sounds for upper- and lower-case letters

Students learn to:

recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents

(AC9EFLY11)

General capabilities and cross-curriculum priorities

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

Reading and viewing

- Phonic knowledge and word recognition

Elaborations

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

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9EFLY11

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")
- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

- says the most common phoneme for all single-letter graphemes
- identifies and names letters for all single-letter graphemes including those represented in various letter styles, capitals and lower-case (e.g. "Bb", "Gg")
- writes/selects corresponding graphemes for all common phonemes

- blends phonemes for all common, single-letter graphemes to read VC words (e.g. "in") and CVC words (e.g. "pan") and applies this knowledge when reading decodable texts
- segments and writes VC and CVC words with letters in correct order and reads them aloud
- reads single syllable words with common double consonants and applies this when reading decodable texts (e.g. 'ss' - "fuss", "ll" - "will", "ff" - "puff")

Word recognition

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

Phonic knowledge

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

Word recognition

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

AC9EFLY12

– – (CVC) words by representing sounds with the appropriate letters, and sounds associated with letters when reading CVC words

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Students learn to:

write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and sounds associated with letters when reading CVC words

(AC9EFLY12)

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

Resources

Work Samples

WS02 - Big write

Snapshot – Phonic knowledge and word recognition

Literacy: Reading and viewing: Phonic knowledge and word recognition

Content description

AC9EFLY12

Learning progression extract

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

Phonic knowledge

- says the most common phoneme for taught single-letter graphemes (e.g. "Tt", "Mm", "Ss")
- identifies and names letters for taught single-letter graphemes
- blends phonemes for taught single-letter graphemes to decode vowel-consonant (VC) words (e.g. "at") and consonant-vowel-consonant (CVC) words (e.g. "hop")

- identifies first phoneme in words
- orally segments CVC words (e.g. "c-a-t", "h-a-t")
- recognises taught graphemes when represented in various fonts, capitals and lower-case (e.g. "Aa", "Rr", "Dd")

Word recognition

- reads taught high-frequency words in a text and in the environment (e.g. "the", "to", "I", "no", "said")

Phonic knowledge

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

Word recognition

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

Phonic knowledge

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

Word recognition

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

AC9EFLY13

use knowledge of letters and sounds to spell words

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Elaborations

- making plausible spelling choices using letter–sound correspondences and morphemic knowledge

Students learn to:

use knowledge of letters and sounds to spell words

(AC9EFLY13)

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

WS02 - Big write

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9EFLY13

Learning progression extract

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

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

AC9EFLY14

and some and other familiar words

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Elaborations

- knowing how to and some recognised in shared and being independently; for example, "and", "my", "is", "the" and "go"
- knowing how to and some familiar words; for example, their name, the name of a character or the name of their school

Students learn to:

read and write some high-frequency words and other familiar words

(AC9EFLY14)

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

WS02 - Big write

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9EFLY14

Learning progression extract

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

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

AC9EFLY15

understand that words are units of meaning and can be made of more than one meaningful part

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Elaborations

- learning that words are made up of meaningful parts; for example, "dogs" has 2 meaningful parts: "dog" and "s" meaning more than one

Students learn to:

understand that words are units of meaning and can be made of more than one mea

(AC9EFLY15)

General capabilities and cross-curriculum priorities

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

Writing

- Spelling

Elaborations

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

Snapshot – Spelling

Literacy: Writing: Spelling

Content description

AC9EFLY15

Learning progression extract

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

- writes letters to represent the dominant or first phonemes in words, when attempting to spell words (e.g. "d" for "dog")
- writes some appropriate letters in sequence to represent words (e.g. "bis" for "because")
- writes correctly some common one-syllable words with common phoneme/grapheme correspondences (e.g. "am")
- uses 'sounding out' to spell words (e.g. "p-at")
- writes correctly some common high-frequency words with uncommon phoneme/grapheme correspondences

(e.g. "was")

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