

About This Document

NSW HSC Physics Stage 6

NSW Education Standards Authority

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{.callout-note} ## About This Document {#sec-about-this-document} This document has been converted from PDF. Some formatting may differ from the original. Page images are available for reference where detailed layout is important.

National Literacy Learning

Progression (adapted for NSW syllabuses – May 2018)

NSW Education Standards Authority

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What is the focus of the literacy progression? Literacy development influences student success in many areas of learning at school. The National Literacy Learning Progression can be used to support students to successfully engage with the literacy demands of the Kindergarten to Year 10 NSW syllabuses. The progression describes the observable indicators of increasing sophistication in the use of Standard Australian English language. By providing a comprehensive view of literacy learning and how it develops over time, the progression gives teachers a conceptual tool that can assist them to develop targeted teaching and learning programs for students who are working above or below year-level expectations. The progression is inclusive of the modes of listening, speaking, reading, viewing, writing and producing texts. In the NSW English K –10 Syllabus, a text is defined as a means for communication. Text forms and conventions enable effective communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language in a range of communication forms, such as print text, visual images, soundtrack and spoken word as found in film or computer presentation media. The Australian Core Skills Framework has been used to guide decisions on the scope of the progression. The progression is designed to assist students in reaching a level of proficiency in literacy to at least Level 3 of the Core Skills Framework. The progression does not advise schools on how to teach, plan, program, assess or report. It recognises the importance of, but does not describe, the sequence for specific learning area content related to literacy development.

How is the literacy progression structured? Elements and sub-elements The National Literacy Learning Progression has three elements that reflect aspects of literacy development necessary for successful learners of the NSW English K –10 Syllabus and in everyday life. The three elements, which align with the modes of language use, are:

① Speaking and listening ② Reading and viewing ③ Writing. Each element includes sub-elements that represent evidence-based aspects of literacy development. The progression comprises five overarching sub-elements: Listening, Interacting, Speaking, Understanding texts and Creating texts. These five sub-elements provide a holistic view of literacy capability and are supported by the detail given in the remaining sub-elements. For example, in Reading and viewing, the sub-elements of Fluency, Phonic knowledge and word recognition and Phonological awareness detail skills that underpin the sub-element of Understanding texts. Due to its importance in literacy development, vocabulary is included within and across sub-elements.

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Figure 1. Elements and sub-elements of the National Literacy Learning Progression

Levels and indicators Within each sub-element indicators are grouped together to form developmental levels. Each indicator describes what a student says, does or produces and begins with the implicit stem 'A student ...' as the subject of the sentence. There are as many levels within each sub-element as can be supported by evidence. The listing of indicators within a level is non-hierarchical. Each level within a sub-element has one or more indicators and is more sophisticated or complex than the preceding level. The levels within each sub-element are named with a letter and number code that indicates the abbreviated name of the sub-element and the developmental level, in number order. SpK4 indicates the sub-element of speaking at level 4. In many of the sub-elements, subheadings have been included to assist teachers by grouping indicators into particular categories of skills that develop over a number of levels.

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Figure 2. Annotated example of a literacy sub-element

How is the literacy progression related to NSW syllabuses? Literacy skills are explicit in the NSW English K –10 Syllabus. However, literacy is strengthened, made specific and extended in other learning areas. Literacy enables students to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

NSW English K–10 Syllabus

The NSW English K–10 Syllabus provides students with the opportunities to use the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. (NSW English K–10 syllabus, Rationale 2012.)

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Other learning areas This National Literacy Learning Progression is designed to assist schools and teachers in all learning areas to support their students to successfully engage with the literacy demands of the K–10 NSW curriculum. The overarching sub-elements of Listening, Interacting, Speaking, Understanding texts and Creating texts have specific relevance for learning areas other than English.

How can the literacy progression be used? The National Literacy Learning Progression can be used at a whole school, team or individual teacher level. However, the progression provides maximum student learning benefits when used as part of a whole-school strategy that involves professional learning and collaboration between teachers.

The progression can be used to identify the literacy capability of individual students within and across the 12 sub-elements. In any class there may be a wide range of student abilities. Individual students may not neatly fit within a particular level of the progressions and may straddle two or more levels within a progression. While the progression provides a logical sequence, not all students will progress through every level in a uniform manner.

When making decisions about a student's literacy development, teachers select relevant indicators. It is important to remember indicators at a level are not a prescriptive list and the progression is not designed to be used as a checklist. Teacher judgements about student literacy capability should be based on a range of learning experiences. Observations, discussions, performances or tasks from any learning area can provide suitable evidence of a student's literacy capability.

Teachers can use the progression to support the development of targeted teaching and learning programs and to set clearer learning goals for individual students. For example, teaching decisions can be based on judgements about student capability that relate to a single indicator rather than all indicators at a level.

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(australiancurriculum.edu.au/copyright-and-terms-of-use/). How does the literacy progression cater to students for whom English is an additional language or dialect? EAL/D students come from diverse backgrounds and may include:

① overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties ① Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties. EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and working towards achieving the outcomes of the NSW English K–10 Syllabus through that new language. They may require additional support, along with informed teaching that explicitly addresses their language needs.

The EAL/D Learning Progression describes the development of English language learning typical of students learning English as an additional language or dialect and can be used with the progression to assist teachers in meeting the language-learning needs of students for whom English is an additional language or dialect. It is important to note that EAL/D students who do not meet age-related benchmarks when assessed against learning area achievement standards are not necessarily ‘underperforming’, but rather they are achieving at levels commensurate with their phase of English language learning.

Teachers implementing the progression with EAL/D students can also refer to the EAL/D Learning Progression and the English as an Additional Language or Dialect: Teacher Resource. The resource provides important information about the diversity of EAL/D learners who enter school with a wide range of English language levels and learning needs.

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This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements. This sub-element is closely related to the sub-elements of Speaking, Listening, Interacting and Phonological awareness. Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and, in some cases, lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is LiS. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

① distinguishes between sounds made with instruments LiS1 ① distinguishes between sounds in the environment

① responds to spoken texts (uses facial expressions, movements, turns towards the speaker) ① responds to short phrases relying on key words, tone of voice and intonation LiS2 ① follows a simple command ① recognises and generates one-syllable rhyming words (see Phonological awareness) ① repeats familiar words heard in a text or conversation

① listens actively to short texts consisting of a few sentences ① recalls one or two ideas ① responds to simple statements, commands or questions LiS3 ① uses a small range of listening strategies (asking what, when, why questions about a text they have listened to) ① discriminates individual words in a short, spoken sentence ① identifies familiar objects and actions heard in a text (the chicken ate the bug)

① responds to simple and predictable texts (see Text complexity) ① recalls specific information from a spoken text (recalls a message from a school assembly announcement) ① responds to literal questions about a spoken text LiS4 ① experiments with a small range of listening strategies (asks speaker to repeat information, if unclear) ① uses learnt vocabulary and simple adjectives to recount key ideas from heard text 8

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① responds to texts with unfamiliar content ① identifies main ideas of a spoken text using supporting details ① identifies purpose and intended audience of a spoken text LiS6 ① infers meaning from texts that contain features such as music and environmental sounds ① asks relevant questions to extend understanding ① discusses language and audio features of the text

① responds to moderately complex and sophisticated texts (see Text complexity) ① identifies and analyses how spoken language is used for different effects (identifies the use of intonation, pausing, rhythm and phrasing to give LiS7 emphasis and weight to ideas) ① selects appropriate listening strategies for planned and unplanned situations (records and organises information from a text in a table or with detailed notes) ① identifies how vocabulary is used to impact on the target audience

① identifies and paraphrases key points of a speaker's arguments ① discusses their own and others' listening behaviours ① evaluates strategies used by the speaker to elicit emotional responses ① identifies any shifts in direction, line of argument or purpose made by the LiS8 speaker ① adopts and re-uses complex abstractions heard in texts ① identifies how speakers' language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

how a student becomes increasingly proficient at active listening, strategic and respectful questioning and using language to share information and negotiate meaning and outcomes. Students interact across an increasing range of curriculum contexts and purposes in pair, group or whole-class oral interactions. This sub-element focuses on the development of two-way interaction processes to clarify and create understanding. This sub-element is closely related to the sub-elements Listening and Speaking. Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is InT. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

① shares simple ideas with peers ① responds to questions in class discussion InT1 ① listens without interrupting (See Listening) ① uses non-verbal responses (nods) ① uses home language or dialect to interact with familiar peers and adults

① contributes simple ideas and shares personal experiences to participate in informal group discussions ① shows signs of active listening, looks at the speaker InT2 ① shows beginning awareness of discussion conventions (pauses when another speaker starts) ① uses appropriate language or dialect to interact with speakers of the same language

① actively listens to stay on topic in a small group discussion ① joins in small group and whole-class discussion ① asks relevant questions for clarification or to find out others' ideas (What do InT3 you think about that?) ① takes turns as speaker and listener ① interacts using appropriate language in pairs or a small group to complete tasks

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① interacts to critically evaluate ideas and refine meaning ① explains new learning from interacting with others ① uses a range of strategies for effective dialogue (questions claims made by a speaker or presents an alternative point to the previous speaker) ① initiates interactions confidently in group and whole-class discussions InT5 ① asks pertinent questions to make connections between a range of ideas ① uses open questions to prompt a speaker to provide more information ① clarifies task goals and negotiates roles in group learning ① monitors discussion to manage digression from the topic ① identifies and articulates a point of view of a speaker, to move a conversation forward

① synthesises ideas from group discussion into a common theme or hypothesis ① poses problems, hypotheses and formulates questions about abstract ideas in group situations ① restates different views and makes suggestions to negotiate agreement ① asks questions to clarify assumptions made by

the speaker InT6 ① questions others to evaluate accuracy of thinking or problem-solving processes ① interacts with school or the broader community, adjusting language and responses to suit purpose and audience ① uses language to align the listener with personal position (of course, as you can imagine, obviously)

① gives an extended explanation and evaluation of a complex concept, issue or process InT7 ① justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation ① uses language strategically to subtly align others to own point of view

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Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is SpK. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

① speaks in short phrases or simple sentences about familiar objects, people or events ① expresses feelings and needs (I'm thirsty) ① makes simple requests ① indicates a preference when offered a choice (selects a fruit from a bowl) SpK1 ① use simple, appropriate personal greetings

Vocabulary ① uses a small range of familiar words ① names common items from pictures or the environment

① retells personal events and experiences to peers and known adults ① shares feelings and thoughts (about the events and characters in text) ① retells key details or points from a text viewed or heard ① uses appropriate or mainly appropriate word order ① uses appropriate volume for small audiences ① uses rehearsed phrases to introduce themselves (Good morning, my name is ...) SpK2 Vocabulary ① uses simple connectives to join ideas (and then) (see Grammar) ① uses simple adjectives to describe (red, big) (see Grammar) ① uses a small range of opinion adjectives (nice, good) (see Grammar) ① uses simple language to compare and contrast (smaller, more) ① uses common time and causal connectives to relate ideas (then, because) (see Grammar)

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For more information, please see the first page of these materials and our Copyright and terms of use (australiancurriculum.edu.au/copyright-and-terms-of-use/). Speaking ① makes short presentations using a few connected sentences, on familiar and learnt topics (retells a familiar story or describes a process) ① speaks audibly and clearly to a familiar audience (own class) ① uses some extended sentences ① organises key ideas in logical sequence ① provides some supporting details ① expresses causal relationships (when the egg cracked the chicken came out) ① provides simple justifications (I chose cherries because they are red) ① uses some varying intonation or volume for emphasis SpK3 ① regulates pace with pausing

Vocabulary ① uses some precise vocabulary from learning areas ① uses connectives to sequence ideas (first, then, next, finally) (see Grammar) ① uses vocabulary to express cause and effect (the excursion was cancelled because it rained) ① uses some modal language to influence or persuade (should, will) (see Grammar)

① delivers spoken texts for a range of purposes across learning areas (explains how the mathematics problem was solved) ① uses complex sentence constructions including relative clauses (the boy who drew the picture got a prize) (see Grammar) ① adjusts register to suit audience and purpose ① elaborates on ideas using a short sequence of sentences ① incorporates learnt content into spoken text ① sequences ideas and events appropriately ① uses mainly correct grammatical constructions (pronoun references; plurals) ① varies volume and intonation to suit purpose and audience ① plans and delivers spoken presentations using appropriate structure SpK4 and language ① includes multimodal enhancements to spoken texts, where appropriate (includes slides or pictures in a spoken presentation)

Vocabulary ① experiments with vocabulary drawn from a variety of sources ① uses adverbials to give more precise meaning to verbs (talking loudly) (see Grammar) ① uses a range of vocabulary to indicate connections (consequences) ① uses conditional vocabulary to expand upon ideas (if Goldilocks ate all the porridge the bears would be hungry)

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Vocabulary ① uses a broader range of more complex noun groups to expand description (protective, outer covering) ① selects more specific and precise words to replace general words (uses difficult or challenging for hard) ① uses some rhetorical devices (don't you agree?)

① speaks on a range of real or imagined topics that include ideas or concepts from learning areas ① organises more complex ideas or concepts logically, selecting details to accentuate key points ① speaks audibly and coherently to a less familiar audience for a sustained period ① shows increasing awareness of audience by moderating length, content and delivery of spoken texts ① uses register

according to purpose and audience ⓘ researches to prepare spoken texts ⓘ uses a range of technology and multimodal resources to engage audience SpK6 and enhance content

Vocabulary ⓘ varies vocabulary to add interest and to describe with greater precision (uses topic-specific noun groups such as exploitation of resources) (see Grammar) ⓘ uses language creatively (the moon shines bravely) ⓘ uses sensory vocabulary to engage the audience (a gasp of dismay) ⓘ uses technical vocabulary to demonstrate topic knowledge (deforestation) ⓘ consistently uses a range of synonyms to add variety and precision to spoken text ⓘ uses abstractions (freedom, fairness)

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Vocabulary ⓘ selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply) ⓘ uses a range of evaluative language to express opinions or convey emotion (significant benefits, devastating consequences) ⓘ uses a range of emotive language appropriate to topic, purpose and audience ⓘ uses rich, evocative descriptive language ⓘ uses figurative language (hungry for success)

ⓘ speaks on topics which explore issues drawn from research or learning area content ⓘ includes a range of alternative viewpoints in spoken texts, where appropriate ⓘ controls and manipulates a sophisticated range of language features to affect the audience SpK8 ⓘ uses a range of rhetorical devices and humour to engage the audience ⓘ references and quotes authorities or statistics to add authority (according to a recent OECD report) ⓘ delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

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Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is PhA. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

① joins in rhymes and chants and songs (see Listening) PhA1 ① repeats sounds, words, sayings, poems
① completes familiar phrases in texts including chants, songs and poems

① segments a short spoken sentence of three to five words into separate spoken words ① orally blends and segments words with two and three syllables hopp-ing, fam-i-ly ① blends onset/rime to say a word (m/um = mum, h/at =hat, sh/op = shop) PhA2 ① provides a word when given a starting phoneme (p, picture) ① consistently says the first phoneme of a spoken word (good, g) ① listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (sing, thing, wing, dog) ① listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme

① orally blends two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) ① orally segments words of two or three phonemes into separate phonemes (c- PhA3 a-t, s-u-n, k-i-ck) ① identifies the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes

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① says the new word when asked to delete an initial phoneme (phoneme deletion – cat, at; brat, rat)
① says the new word when asked to substitute an initial, middle or final PhA5 phoneme (phoneme substitution – c-a-t becomes b-a-t, bat becomes b-e-t, bet becomes b-e-ll) ① says the new word when asked to add a phoneme (phoneme addition – all, ball; in, thin)

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literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is PKW. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

Word recognition ① indicates letters and words in a variety of situations in the environment (in PKW1 written texts, on a whiteboard) (Note: Not required to read the word or say the sound or name of the letter)

Word recognition ① identifies pictures, words, spaces between words and numerals in texts (points to/indicates pictures, words and spaces around words in a continuous text) PKW2 ① reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs) ① identifies own name or familiar names when presented in written form ① distinguishes own name from a small number of alternative words

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Word recognition ① identifies two or more letters that are the same in two words (tell, bat) ① reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go) ① reads a familiar word in different contexts (brand names, book titles)

Phonic knowledge ① says the most common phoneme for all single-letter graphemes ① writes/selects corresponding graphemes for all common phonemes ① blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts PKW4 ① segments and writes VC and CVC words with letters in correct order and reads them aloud

Word recognition ① reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were)

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and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts ① reads single-syllable words with common long vowels CVCe and applies this PKW5 when reading decodable texts ① reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped) ① segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t)

Word recognition ① reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)

Phonic knowledge ① reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts ① reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when PKW6 reading decodable texts ① writes common words with taught consonant blends and vowel digraphs (trip, boat)

Word recognition ① reads most common high-frequency words (100 or more) in connected text

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Word recognition ① reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies ① reads high-frequency words within a continuous text accurately and without hesitation (see Fluency)

Phonic knowledge and word recognition ① reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts PKW8 ① reads multi-syllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly) ① reads words with silent letters in digraphs (kn, mb) and applies when reading continuous texts

Phonic knowledge and word recognition ① uses grapheme-phoneme knowledge and blending skills to read continuous PKW9 texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see Understanding texts, Fluency)

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element of Fluency provides the detailed progression in support of the sub-element Understanding texts.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is FIY. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

FIY1  reads aloud decodable texts word by word, with emphasis on one-to-one matching  reads with some intonation and expression

FIY2  reads decodable texts by phrasing two words at a time with some attention to expression

FIY3  reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts) FIY4  uses punctuation cues and some intonation and expression  reads accurately at an efficient pace without overt sounding and blending  reads at 90 words per minute pace

FIY5  reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation  uses effective intonation, stress and expression that indicate comprehension FIY6  maintains pace and accuracy when partner reading with an experienced reader  reads without finger tracing

FIY7  reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression FIY8  varies pace according to purpose and audience  reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)

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texts are bracketed at the end of relevant indicators. This sub-element references Text complexity at Appendix 6. The text complexity advice includes four levels: simple, predictable, moderately complex and sophisticated, and describes the scope of texts students need to be able to work with to be successful in the NSW Curriculum. Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is UnT. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

Comprehension ① demonstrates interest in texts ① recognises illustrations in texts ① recognises some icons or symbols from the environment (familiar logos) UnT1 Vocabulary ① names familiar objects in texts (apple, table, boy) ① names some familiar icons or symbols in the environment (school crossing sign)

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Processes UnT2 ① recognises symbols and words in texts (recognises own name) ① shows awareness of correct orientation of text (the book is the right way up) ① imitates reading behaviour, beginning at the front and finishing at the back of the book

Vocabulary ① names familiar objects in texts and adds some detail (the apple is red)

Comprehension ① listens actively to a range of texts read by others ① engages in group discussion about a text ① talks about images and/or some printed words in a text ① answers and poses mainly literal questions about the text

Processes ① distinguishes features of the text (images, words, numbers) ① locates the front and back of a book and turns pages correctly UnT3 ① locates the starting point for reading on a page or screen ① uses touch or click features to navigate a text (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 ① asks questions to find out meaning of unfamiliar words ① knows and can use words in discussions that have been encountered in simple texts

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understanding of the text Ⓛ makes connections between texts and personal experiences Ⓛ retells a familiar story

Processes Ⓛ demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see Phonic knowledge and word recognition) Ⓛ uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition) UnT4 Ⓛ tracks text left to right Ⓛ uses return sweep Ⓛ consistently reads left page before right page Ⓛ makes predictions (uses the cover of a book or screen image to predict the content) Ⓛ identifies simple grammatical features (identifies verbs to follow a set of instructions) (see Grammar) Ⓛ pauses or appeals for support when meaning is disrupted Ⓛ identifies sentence boundary punctuation (see Punctuation)

Vocabulary Ⓛ demonstrates understanding of common morphemic word families when reading (identifies the word run in running) Ⓛ recognises repeated words in a simple text (see Text complexity)

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Processes UnT5 Ⓛ uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity) Ⓛ pauses when meaning breaks down and attempts to self-correct Ⓛ uses visual and auditory cues to build meaning in multimodal texts (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 (nouns, verbs) Ⓛ shows awareness that homonyms have different meanings in different contexts (right, mean, bat) Ⓛ shows awareness of words that sound the same but are spelt differently (their, there, know, no)

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new information builds on current knowledge (I know that insects have wings but I didn't know all insects have six legs) ① recounts or describes the most relevant details from a text

Processes ① recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, UnT6 re-reading and reading on to self-correct (see Phonic knowledge and word recognition) ① identifies parts of text used to answer literal and inferential questions ① identifies connectives that develop coherence between ideas or events (tracks pronoun referencing) (see Grammar) ① identifies phrases that provide 'chunks of meaning' within a sentence (noun, verb and adjectival groups) (see Fluency and Grammar) ① recognises the effect of punctuation on meaning ① identifies common features in similar texts (photographs in informative texts)

Vocabulary ① uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) ① discusses the vocabulary and visual features of texts ① identifies creative use of language (a very tall character is called 'Tiny') ① uses context and grammar knowledge to understand unfamiliar words (the word vast in the phrase vast desert)

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Processes ① monitors reading for meaning using phonic knowledge and contextual knowledge and selecting strategies such as re-reading and reading on) (see UnT7 Phonic knowledge and word recognition and Fluency) ① identifies simple language and text features that signal purpose (diagrams, dialogue) ① cites text evidence to support inferences ① uses common signposting devices such as headings, subheadings, paragraphs, navigation bars and links to navigate texts

Vocabulary ① interprets creative use of language (figurative language, metaphor, simile, onomatopoeia) ① explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge ① describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups) ① recognises how synonyms are used to enhance a text (transport, carry, transfer) ① draws on knowledge of word origin to work out meaning of discipline-specific terms (universe)

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① accurately retells a text including most relevant details ① evaluates the accuracy of texts on the same topic or texts that present differing points of view or information ① explains how authors use evidence and supporting detail in texts ① poses and answers inferential questions

Processes ① uses prior knowledge and context to read unknown words (uses morphemic knowledge of ‘explosion’ to decode ‘explosive’ and uses context and knowledge of metaphorical use of language to understand ‘explosive outburst’.) ① uses knowledge of cohesive devices to track meaning throughout a text UnT8 (connectives such as however, on the other hand) (see Grammar) ① uses knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument) ① identifies language features used to present opinions or points of view ① skims and scans texts for key words to identify main idea

Vocabulary ① use knowledge of prefixes and suffixes to read and interpret unfamiliar words ① identifies how technical and discipline-specific words develop meaning in texts ① recognises how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text ① understand precise meaning of words with similar connotations (generous, kind-hearted, charitable)

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Processes ① uses processes such as predicting, confirming predictions, monitoring, and UnT9 connecting relevant elements of the text to build or repair meaning ① uses knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences) (see Grammar) ① selects reading/viewing pathways appropriate to reading purpose (scans text for key phrase or close reading for learning) ① analyses how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) (see Grammar) ① judiciously selects texts for learning area tasks and purposes ① distils information from a number of sources according to task and purpose (uses graphic organisers)

Vocabulary ① identifies language used to create tone or atmosphere ① analyses language and visual features in texts using metalanguage (paragraph, apostrophe, camera angle) ① applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words ① uses a range of context and grammatical cues to understand unfamiliar words

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use (australiancurriculum.edu.au/copyright-and-terms-of-use/). Understanding texts Comprehension
① reads and views moderately complex or some sophisticated texts (see Text complexity) ② interprets abstract or more remote content ③ analyses visual text to identify point of view ④ recognises layers of meaning ⑤ synthesises information from a variety of complex texts ⑥ evaluates the effectiveness of language forms and features used in moderately complex or some sophisticated texts ⑦ evaluates the reasoning and evidence in a persuasive text ⑧ explains how context (time, place, situation) influences interpretations of a text ⑨ analyses the author's perspectives in moderately complex or some sophisticated texts ⑩ analyses the techniques authors use to position readers UnT10 ⑪ recognises when ideas or evidence have been omitted from a text to position the reader

Processes ① integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning ② applies and articulates criteria to evaluate the structure, purpose or content of a text ③ describes how sophisticated cohesive devices establish patterns of meaning (class – subclass, cause–effect) ④ selects and cites the most appropriate evidence from a text to support an argument or opinion

Vocabulary ① demonstrates an understanding of nuances and subtleties in words of similar meaning (frustrated, discouraged, baffled)

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① reads and views sophisticated texts (see Text complexity) ② interprets symbolism in texts, providing evidence to justify interpretation ③ derives a generalisation from abstract ideas in texts ④ critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes ⑤ integrates existing understanding with new concepts in texts ⑥ analyses the credibility and validity of primary and secondary sources ⑦ evaluates the style of a text ⑧ evaluates the use of devices such as analogy, irony and satire ⑨ analyses how authors manipulate language features, image and sound for a purpose (to create humour or playfulness) ⑩ analyses bias in texts ⑪ explains assumptions, beliefs and implicit values in texts (economic growth is always desirable) ⑫ evaluates the social, moral and ethical positions taken in texts UnT11 Processes ⑬ strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts ⑭ navigates digital texts to efficiently locate precise information that supports the development of new understandings ⑮ identifies contradictions and inconsistencies in texts ⑯ identifies relevant and irrelevant information in texts ⑰ judiciously selects and synthesises evidence from multiple texts to support ideas or arguments

Vocabulary ① interprets complex, formal and impersonal language in academic texts ② interprets and analyses complex figurative language (euphemisms, hyperbole) ③ demonstrates self-reliance in exploration and application of word learning strategies

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increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas. At the early levels, students experiment with the use of letters and words to convey meaning. The focus moves to control of the basic conventions of writing, as students begin to explore the features of texts for a limited range of purposes. At the higher levels, writing becomes a key tool for learning and develops for a broader range of purposes in the context of the different NSW learning areas. The structure of the Creating texts sub-element changes at level CrT8. From that level, indicators are grouped into three broad text purposes (informative, persuasive and imaginative) to show how language changes for these different purposes. An effective writer makes language choices appropriate to the purpose of writing. Students' texts may include components of print, image, sound, animations and symbolic representations. The sub-elements (Spelling, Punctuation, Grammar and Handwriting and keyboarding) provide detail to support teachers to focus on specific aspects of writing. Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include real objects, photographs, pictographs, braille and digital technologies.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is CrT. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

Crafting ideas ☀ conveys messages through actions or talk (see Speaking) ☀ shares information in different ways (uses illustrations, icons and images; innovates on familiar texts through play) ☀ observes others writing with interest and attention (asks what the writing is CrT1 for and what it says) (see Speaking)

Text forms and features ☀ intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes) ☀ draws pictures and shapes

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Vocabulary ☀ asks about words used in the environment (signs, labels, titles, captions) ☀ searches for and sometimes copies words of personal significance found in written texts

Crafting ideas ☀ expresses an idea drawing on familiar experiences and topics using attempted words and pictures ☀ experiments with familiar texts to achieve intentional purposes (birthday card or list)

Text forms and features CrT3 ☀ writes from left to right and top to bottom ☀ writes letters to represent words (see Phonic knowledge and word recognition)

Vocabulary ① writes own name and other personally significant words (family names, dog, house)

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Text forms and features CrT4 ① writes some appropriate letter combinations to represent words (see Spelling and Phonic knowledge and word recognition) ① includes noun-verb agreement in sentence fragments (see Grammar) ① writes from left to right using spaces between attempted words ① uses basic noun groups (my house) (see Grammar)

Vocabulary ① writes a small range of familiar common words ① writes two- and three-letter high-frequency words ① includes learnt vocabulary in own texts ① asks for help with less familiar words

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Text forms and features ① structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see Grammar) ① uses adjectives to add meaning by describing qualities or features (red, small, long) (see Grammar) ① expresses feelings and opinions about people and things (nice) ① writes identifiable clauses often linked using 'and' (see Grammar) CrT5 ① uses logical word order in sentences (see Grammar) ① makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see Spelling) ① uses upper-case letters correctly to indicate proper nouns (see Punctuation) ① uses capital letters and full stops correctly at the start and end of sentences (see Punctuation)

Vocabulary ① uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family) ① borrows words from other writers ① uses common and proper nouns particular to students' contextual knowledge ① uses high-frequency words ① uses modifying words (very)

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① expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts) ① selects and discards ideas to make texts suitable for familiar audiences and purposes ① organises text logically (ideas in time sequence) ① uses key words from informative texts read or viewed in own writing

CrT6 Text forms and features ① writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see Grammar) ① maintains tense within a sentence (see Grammar) ① selects images to complement writing ① spells simple and many high-frequency words correctly (see Spelling) ① intentionally uses simple punctuation (!, ?) (see Punctuation) ① uses noun groups to develop ideas (new baby chicken) (see Grammar) ① uses simple cohesive language (then, after, and) ① uses adverbs to give precise meaning to verbs (talking loudly) (see Grammar)

Vocabulary ① uses words to indicate quantity (every, some, a few) ① uses specific learning area topic vocabulary ① uses common homophones (two, to)

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Text forms and features ① expands ideas through intentional use of simple and compound and occasional complex sentences (see Grammar) ① uses pronouns correctly to link to an object or person across the text (see Grammar) ① uses images to reinforce ideas in written text CrT7 ① maintains consistent tense within and between sentences (see Grammar) ① organises ideas coherently (rudimentary paragraphing structure) ① uses cohesive vocabulary to indicate order, cause and effect (next, since) ① uses some irregular spelling patterns (cough) (see Spelling) ① applies learnt spelling generalisations ① accurately spells most high-frequency words (see Spelling) ① consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike) (see Punctuation)

Vocabulary ① uses expressive words to describe action and affect the reader (tiptoed, instead of walked) ① uses creative wordplay to affect the reader (repetitive patterns) ① intentionally substitutes common or generic words with synonyms (excited for happy) ① uses words with multiple meanings correctly, according to context (right, bark)

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purposes (explains a life cycle of a purposes (designs a healthy food purposes (narrates a historical butterfly, recounts a process, campaign) event) describes an artwork) ☰ includes structural features ☰ includes structural features ☰ includes structural features appropriate to the type of text appropriate to the type of text appropriate to the type of text and ☰ presents a position and supports it ☰ adapts a familiar text for a new task with one or two simply stated audience ☰ writes ideas which are relevant to arguments ☰ writes ideas which are relevant to the purpose of the text ☰ writes ideas which are relevant to the purpose of the text ☰ organises ideas to support the the purpose of the text ☰ organises ideas to support the reader (groups ideas under ☰ organises persuasive ideas to reader (uses chronological headings) support the reader (through the use sequencing) CrT8 of an introduction) Text forms and features Text forms and features ☰ uses cohesive devices to signpost Text forms and features ☰ uses cohesive devices such as sections of text to support the reader ☰ uses cohesive devices to link points repetition, synonyms and antonyms (word families: bear, cub, polar bear) in an argument (however, on the to link ideas ☰ uses present or timeless present other hand) ☰ uses pronouns to track multiple tense consistently throughout text ☰ uses exaggeration as a persuasive characters (Peter and Leanne ... he (bears hibernate in winter) (see device ... they ... she ... them) Grammar) ☰ uses adjectives to persuade ☰ writes predominantly in first person ☰ selects multimodal features to (dangerous) ☰ uses adjectives in noun groups to expand ideas in written texts ☰ uses simple modal verbs and uses adjectives in noun groups to (diagrams, tables, images) adverbs (should, will, quickly) create more accurate description (that crazy little cattle dog)

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Vocabulary ☰ uses a range of learnt topic words and words from other authors chooses alternative words to add variety (replied for said)

Generic indicators ☰ tense mostly correct throughout text (see Grammar) ☰ consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar) ☰ uses a variety of sentence structures and sentence beginnings CrT8 ☰ spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling) ☰ uses all simple and some complex punctuation correctly (see Punctuation) ☰ uses articles accurately (a, an, the) (see Grammar) ☰ uses adverbial phrases to support the staging of the text (before lunch, after midnight)

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use (australiancurriculum.edu.au/copyright-and-terms-of-use/). Informative text indicators Persuasive text indicators Imaginative text indicators Crafting ideas Crafting ideas Crafting ideas ⓘ writes informative texts for a broad ⓘ writes a persuasive text that takes a ⓘ writes imaginative texts that range of learning area purposes that position and supports it with experiment with textual features describe, explain and document arguments (examines the benefits of (reinterprets or creates alternative (describe an art work, document the physical activity to health and versions of songs or stories) materials and explain why it was wellbeing) ⓘ narrates with connected characters created) ⓘ selects structural elements to suit and events ⓘ selects structural elements to suit the purpose (introduces an ⓘ uses ideas that support an the purpose (a fact sheet includes argument with a clearly articulated underpinning theme or concept an opening statement, labelled statement of position) (survival or friendship) diagrams and text boxes) ⓘ writes two or more elaborated ⓘ selects structural elements to suit ⓘ develops ideas with details and arguments the purpose (a narrative may include examples ⓘ develops a clear persuasive line/ an orientation, evidence of CrT9 ⓘ uses ideas derived from research perspective about a topic or premise complication) ⓘ uses written and visual supporting ⓘ concludes by restating evidence Text forms and features ⓘ uses a topic sentence and Text forms and features ⓘ includes salient multimodal features supporting evidence or examples in ⓘ includes salient multimodal features integrated with written ideas a paragraph to complement written ideas ⓘ uses expressive verbs and less ⓘ uses vocabulary to position the common emotive adjectives Text forms and features reader (precise nouns and ⓘ intentionally tightens a text by ⓘ includes salient multimodal features adjectives) leaving out words that can be readily to expand on written information ⓘ uses a broader range of modal inferred from the context (Kokou (creates graphs and other technical verbs and adverbs (definitely) must be hungry. But he was not diagrams from authentic data) [hungry]) ⓘ writes in third person

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Generic indicators ⓘ maintains appropriate tense throughout the text (see Grammar) CrT9 ⓘ uses a range of sentences including correctly structured complex sentences (see Grammar) ⓘ spells simple, most complex and some challenging words correctly (see Spelling) ⓘ uses complex punctuation correctly (apostrophes of possession) (see Punctuation)

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explain and analyse (writes to discuss, evaluate and reviews) writes imaginative texts with less (analyses how artists use visual review (evaluates and reviews predictable features to emotionally conventions in artworks) design ideas) and intellectually engage the reader (writes to compare and contrast) (orientates the reader to the persuasive (writes to convey character phenomena (identify the differences premise of the text perspective) between elements) (includes persuasive points with (includes relevant rich, evocative (orientates the reader to the topic or effective elaborations and description concept (using a definition or supporting evidence) (orientates the reader to the imaginative classification in the opening (uses multimodal resources to add premise of the text paragraph) impact to written text (intentionally selects structural (intentionally selects structural (uses literary techniques such as elements for effect (includes an elements for effect (includes an dialogue and vivid description, to CrT10 appropriate conclusion that appropriate conclusion that sums carry the plot summarises, restates or up, recommends or reiterates) (generates, selects and crafts ideas synthesises) (includes counterargument or to support a recognisable theme (uses evidence and research refutation if appropriate (selects text form or type to including multimodal resources to effectively support ideas (adventure (expand upon information and Text forms and features story, short video which provides a concepts and add authority (uses rhetorical devices such as fictional perspective on a real event) rhetorical questions or repetition (includes multimodal resources to Text forms and features (uses research including multimodal support the development of ideas (varies sentence structure for effect resources to add authority throughout the text (uses audio to (see Grammar) (varies sentence structure for effect complement mood of text) (see Grammar) (intentionally selects structural elements to organise and stage the text (stanzas, scenes)

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language and conclusive research) subtle and complex meaning multimodal resources to emotionally judiciously uses language and (offering a silent prayer to the deaf or intellectually affect audience multimodal resources to emotionally sky) or intellectually affect audience Vocabulary \circlearrowright uses complex abstractions Vocabulary (economic, sociocultural) \circlearrowright uses vocabulary for precision (the underwhelming performance of the opening batsmen)

Generic indicators CrT11 spells a range of challenging words correctly (see Spelling)

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Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is GrA. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

Group and word level \circlearrowright represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (my house) GrA1 Grammatical accuracy \circlearrowright uses frequently encountered expressions (my dog, my house)

\circlearrowright writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer) Group and word level \circlearrowright uses regular plural nouns correctly (dog, dogs) \circlearrowright represents processes using a small range of verbs (relating verbs – is, are; GrA2 action verbs – ran) \circlearrowright writes common prepositional phrases to indicate time and place (in the morning, to the shops)

Grammatical accuracy \circlearrowright writes sentence fragments (me and my dog)

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Sentence level \circlearrowright writes coherent simple sentences to express an idea or event

Group and word level ① uses pronouns to represent participants (she, we, them) GrA3 ① uses a small range of adjectives to build description in basic noun groups (the little dog) ① uses common and proper nouns ① uses single verbs or simple verb groups (they are playing) ① uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played)

Grammatical accuracy ① uses articles a, an and the with varying accuracy (a dog, a apple) ① writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)

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Sentence level ① writes simple sentences correctly ① writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so)

Group and word level GrA4 ① uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly) ① uses simple present, past and future tenses accurately to represent processes ① uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog)

Grammatical accuracy ① writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop)

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Sentence level ① writes simple and compound sentences correctly ① writes complex sentences using conjunctions (when, because)

Group and word level ① uses a wide range of verbs and verb groups (uses thinking, feeling and GrA5 perceiving verbs to represent inner processes; uses saying verbs to represent interaction) ① employs a range of tenses to represent processes ① uses adjectives in noun groups to include details of participants ('that crazy, little cattle dog') ① uses articles accurately (a, an, the) ① uses adverbials to present more surrounding details for time, place, manner and reason

Grammatical accuracy ① writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)

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Sentence level ① selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect ① uses at least one subordinate clause in a complex sentence ① Uses subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead.)

Group and word level ① uses an extended range of verbs and verb groups for a particular effect (characterisation - howls, was trembling; and expressing causality – results GrA6 in) ① adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears hibernate in winter) and uses continuous present tense when referring to an ongoing event (bears are becoming extinct)) ① creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week) ① uses adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors)

Grammatical accuracy ① makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

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Sentence level ① crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice ① makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

GrA7 Group and word level ① presents elaborated verb groups that capture nuances and complex expressions of time and probability (he was thought to have been arriving late; the errors could be attributed to faulty equipment) ① selects from succinct noun groups through to highly elaborated noun groups for effect, clarity or complexity of description ① uses nominalisations to create concise noun groups ① intentionally uses a wide array of adverbials to represent a greater variety of circumstances (with whom? to what extent? how much? in what role? by what means? in what manner? compared to what?)

Grammatical accuracy ① writes well-structured sentences, rarely making grammatical errors

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For more information, please see the first page of these materials and our Copyright and terms of use (australiancurriculum.edu.au/copyright-and-terms-of-use/). Punctuation This sub-element describes how a student becomes increasingly proficient using punctuation to ensure clarity and ease of reading in the texts they produce. As students write more complex and technical texts they will use increasingly complex punctuation to support meaning. This sub-element should be used with the Creating texts sub-element. Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is PuN. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

- ① identifies capital letters PuN1 ① identifies full stops
- ① writes basic sentence boundary punctuation (capital letter at beginning, full stop at end) ① writes capital letters for some proper nouns
- ① uses sentence boundary punctuation including question marks or PuN3 exclamation marks ① consistently writes capitals appropriately for names of people
- ① uses commas in lists of nouns (add the sugar, lemon, water and juice) PuN4 ① uses apostrophes for regular single possessives (girl's) ① capitalises key events, geographic names, titles (Easter, Sydney, Ms)
- ① uses quotation marks for simple dialogue ('I can't see it,' he said.) PuN5 ① uses apostrophes for plural possessives (planes' wings) ① follows conventions of use of capitals in headings
- ① writes commas to separate clauses where appropriate ① punctuates more complex dialogue correctly ('The team have made some PuN6 interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')
- ① uses complex punctuation conventions (colons, semicolons, brackets) PuN7 ① uses punctuation conventions for quotations and referencing
- ① uses punctuation to clarify meaning in complex sentences, drawing on their PuN8 knowledge of sentence structure (commas before introductory words, phrases or clauses; semicolons; colons; and dashes) (see Grammar)

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communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is SpG. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

- ① writes letters to represent words SpG1 ① spells own name
- ① explains that words can be represented with letters SpG2 ① experiments with writing letters and words
- ① writes letters of the alphabet and says a common corresponding sound SpG3 (phoneme) ① writes letters to correspond to a given sound
- ① writes letters to represent the dominant or first sounds (phonemes) in words, when attempting to spell words (apl for apple) ① writes some appropriate letter combinations to represent words (bis for because) SpG4 ① writes correctly some common one-syllable words with regular phonic graphemic patterns (am) ① writes correctly some common high-frequency words with irregular phonic graphemic patterns (boy)

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① exchanges one letter in a word to make a new word (dip, tip) ① writes two-letter consonant blends in words correctly (sl in slip) SpG6 ① writes common plurals formed with adding ‘es’ correctly (boxes) ① uses onset and rime to spell words (p-at) ① writes words with consonants doubled after a short vowel (shopping)

① uses morphemic word families to spell words (small, smaller) ① writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine) ① spells words with learnt digraphs (that) SpG7 ① spells words with learnt long vowel sounds (skirt) ① writes one- and two-syllable words with consonant blends (clapping) ① uses knowledge of morphemes to spell compound words with common base words (Sunday) ① uses simple dictionaries and spellcheckers

① writes most common and high-frequency words correctly ① writes common words with silent letters correctly (white) ① writes some common contractions correctly (won’t, don’t) ① uses three-letter consonant blends in words correctly (three, string, splash) SpG8 ① uses knowledge of morphemes to spell compound words, where the base word remains unchanged (grandmother) ① uses bank of spelling strategies and knowledge to attempt to spell words (phonic knowledge, visual knowledge, morphemic knowledge) ① recognises spelling errors in own writing

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① writes words which do not include common phonic patterns or letter groupings correctly ① spells less common homophones correctly (site, sight) ① applies spelling generalisations when writing words ① explains and uses a range of morphemic word families (friend, friendship, unfriendly) ① uses knowledge of prefixes and suffixes to spell less common words SpG10 (triangle, disagree) ① explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (colour, color) ① spells a range of words with less common letter groupings correctly (mountain) ① uses knowledge of base words to spell unfamiliar words (line, linesman)

① writes irregular plurals correctly (mice) ① spells words with less common silent letters correctly (caught, debt) ① explains how the spellings and meanings of some words have changed over time ① explains how words are spelt using a combination of strategies and knowledge including morphemic knowledge, visual knowledge, phonological knowledge, etymological knowledge and orthographic knowledge

① uses less common prefixes and suffixes including those which require changes to the base word (separation, explanation) ① spells multisyllabic words including some with more complex letter patterns SpG12 (democracy) ① uses knowledge of Latin and Greek word origins to explain spelling of technical words (physical, maritime, vacuum)

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① monitors spelling in own texts and makes appropriate corrections ① uses spelling knowledge and spelling resources to attempt complex, SpG14 unfamiliar words (photosynthesis) ① explains how spelling is used creatively in texts for particular effects (characterisation and humour and to represent accents and styles of speech)

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Not all students will use handwriting or keyboarding to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub- element name followed by ascending numbers. The abbreviation for this sub-element is HwK. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.

① produces simple handwriting movements HwK1 ① experiments with pencils, writing implements or devices ① writes letters which resemble standard letter formations

① uses pencils or writing implements appropriately HwK2 ① writes or types some letters or words correctly

① correctly forms most lower-case letters ① correctly forms some upper-case letters HwK3 ① writes or types a few words ① uses numeral keys

① correctly forms all letters ① uses spaces between handwritten words ① positions letters and words on a line HwK4 ① demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my) ① types using spaces between words and sentence punctuation

① fluently writes clearly formed, unjoined letters ① writes all letters with consistent size and spacing between words ① begins to use joined letters HwK5 ① maintains legible handwriting throughout a text ① uses some features of text editing applications ① recognises and uses keys to show more complex punctuation or symbols

① writes using joined letters of consistent size ① slopes writing if appropriate to script HwK6 ① begins to develop quick finger action when keying ① fluently handwrites and types to produce a range of texts

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⑦ uses handwriting efficiently in formal and informal situations HwK8 ⑦ demonstrates automaticity when using keyboarding and screen functions

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