
English K–2 Syllabus

[Highlighted links to SSP Speedy 6 Activities](#)

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Contents

Background	4
Curriculum review	5
Overview of the new structure	9
Text requirements K–2	11
Syllabus.....	14
Rationale.....	15
Aim.....	16
Table of outcomes	17
Outcomes and content for Early Stage 1	19
Outcomes and content for Stage 1	42
Access content points.....	57

Background

Curriculum review

The Masters review (2020) of the NSW school curriculum concluded with several recommendations related to building strong foundations in the early years.

The review recommended that:

- the early years of school focus on providing every child with solid foundations in the basics
- priority learning focus on oral language skills, early reading and writing skills, and early mathematical knowledge and skills
- new syllabuses include evidence-based teaching advice to support teachers to identify and respond to children's development and learning needs.

The NSW Government supported the following recommendations that relate to English specifically:

- 4.1 | Make explicit in the curriculum that oral language development, early reading and writing skills ... are top priorities in the early years of school, particularly for children who are less advanced in these areas, and that these take precedence over other aspects of learning.
- 4.2 | Develop a detailed and explicit curriculum for the teaching of reading as part of new syllabuses for subject English, structured to assist teachers to establish and diagnose where individual children are in their reading development, and accompanied by evidence-based teaching advice.

Syllabus outcomes and content are intended to be inclusive of the learning needs of all students, including:

- [Aboriginal students](#)
- [students with disability](#)
- [gifted and talented students](#)
- [students learning English as an additional language or dialect \(EAL/D\)](#).

Evidence base

The syllabus for English K–2 is based on evidence highlighting that:

- language is represented in spoken, written, nonverbal, symbol, gestural forms and is a tool for communication that differs according to audience and purpose¹
- oral language competence provides a solid foundation for communication^{2,3}
- students may use non-symbolic and/or symbolic forms of communication. Non-symbolic forms include sounds, gestures and eye movements. Symbolic forms include objects, symbols, signs⁴ and speech. The use of a range of forms becomes a communication system⁵
- vocabulary knowledge influences the development of reading, writing and oral language skills⁶
- phonological awareness and phonic knowledge are essential foundational skills for early literacy⁷
- transcription skills of handwriting and spelling are important components of writing fluency and impact cognitive load when writing⁸
- component skills of writing are used to create written texts that are informative, persuasive and imaginative, for different audiences⁹
- reading fluency refers to accurate and automatic word recognition and prosodic reading and impacts reading comprehension¹⁰
- listening to and using literature can build background knowledge and knowledge of text structures to support reading comprehension, expand vocabulary and expose students to new concepts and ideas.¹¹

Reforms evident in the syllabus

The English K–2 syllabus includes:

- a new structure that highlights foundational literacy skills
- new outcomes and content that are informed by evidence and identify skills needed by all students to develop competence in oral language, reading and writing
- content structured and sequenced to highlight the connections across oral language, reading fluency, comprehension, and writing, underpinned by the latest research.

¹ Derewianka B and Jones P (2016) *Teaching language in context* (2nd ed.), Oxford University Press, Australia.

² Snow P (2014) 'Oral language competence and the transition to school: Socio-economic and behavioural factors that influence academic and social success', *International Journal on School Disaffection*, 11(1):3–24, doi:10.18546/IJSD.11.1.01.

³ Auslan (Australian Sign Language) fulfills the same function as spoken languages in meeting the communicative needs of deaf students. However, the visual-gestural modality of Auslan results in some unique features not found in spoken languages (ACARA, *Introduction to Auslan*). Teaching the oral language and communication content of the syllabus to students who are using Auslan will need to take account of these unique features.

⁴ References to 'signs' as a symbolic form of communication typically refers to Key Word Sign.

⁵ Beukelman D and Mirenda P (2005) *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (3rd ed.), Brookes Publishing, United Kingdom.

⁶ Nagy W and Scott J (2000) 'Vocabulary processes', in Kamil M, Mosenthal P, Pearson P, and Barr R (eds) *Handbook of reading research*, Erlbaum, Handbook of reading research. Mahwah, NJ.

⁷ Rowe K (2005) Teaching reading: Report and recommendations, national inquiry into the teaching of literacy (Australia), Department of Education, https://research.acer.edu.au/tll_misc/5

⁸ MacArthur C, Graham S, and Fitzgerald J (2016) *Handbook of writing research*, 2nd edn, Guilford Press, New York .

⁹ Graham S (2020) 'The sciences of reading and writing must become more fully integrated', *Reading Research Quarterly*, 55(S1), S35–S44, DOI: 10.1002/rrq.332

¹⁰ Rasinski T, Rikli A, and Johnston S (2009) 'Reading fluency: More than automaticity? More than a concern for the primary grades?', *Literacy Research and Instruction*, 48:350–361, doi:10.1080/19388070802468715.

¹¹ Serafini F and Moses L (2014) 'The roles of children's literature in the primary grades', *The Reading Teacher*, 67(6):465–468, doi:10.1002/trtr.1236.

Guidance and feedback were received during the development of the syllabus from:

- syllabus writers, comprising experienced classroom teachers recommended by stakeholders, including sectors, unions and professional associations
- sector subject matter experts
- technical advisors, comprising academics from a variety of educational settings.

Curriculum framework

An important part of the framework is a streamlined syllabus structure. Teachers will find a level of familiarity with the retention of syllabus rationale, aim, outcomes and content.

Learning across the curriculum (LAC)

Literacy and numeracy are the focus capabilities of the English and Mathematics K–2 syllabuses. LAC will be mapped across other learning areas and stages and embedded in syllabus content where relevant and appropriate.

The Australian Curriculum

The *F–10 Australian Curriculum: English* is currently under review by the Australian Curriculum, Assessment and Reporting Authority (ACARA). NSW takes an ‘adopt and adapt’ approach to incorporating Australian Curriculum content into NSW syllabuses. NESA anticipates the new syllabuses will be aligned with the revised Australian Curriculum.

National Literacy Learning Progression

The content is tagged with Version 3 of the National Literacy Learning Progression on the digital version.

Prior-to-school learning

Students bring to school a range of knowledge, skills and understanding developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The *Early Years Learning Framework for Australia* has 5 learning outcomes that reflect contemporary theories and research evidence concerning children’s learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators.

Teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.

Teaching advice

The NSW Government supported recommendation 4.2, for 'evidence-based teaching advice' to accompany new syllabuses in English. Teaching advice is designed to support teachers in implementing the syllabus.

The importance of language in the early years of school

Students develop an understanding of how language use is determined by different contexts, audiences and purposes. As they establish their foundational skills, they build understanding about the contexts for which they can purposefully communicate their ideas. Students also learn that there are similarities and differences between oral and written language and learn the different codes and conventions of language use.

Suggested instructional sequences

Suggested instructional sequences are provided for:

- Early Stage 1: Phonic knowledge
- Early Stage 1: Spelling
- Stage 1: Phonic knowledge
- Stage 1: Spelling.

Teachers may refer to these sequences as a guide to inform their instructional planning. To ensure teaching is targeted to the needs of the students, an instructional sequence should be referred to in conjunction with formative assessment. The linguistic features listed in the sequence are not definitive, but are intended to be used as a guide for explicit and cumulative teaching.

Overview of the new structure

The diagram below (Figure 1) shows the organisation of the outcomes and content for English K–2. It illustrates the role and connection that 2 key processes – Understanding texts and Creating texts – have across all areas of English.

Evidence highlights the importance of strong foundations in the early years across oral language, reading and writing. The organisation of outcomes and content reflects the importance of developing early literacy knowledge and skills, while continuing to acknowledge the importance of learning about and enjoying literature.

All the outcomes for English K–2 fall under 2 key processes for Understanding texts and Creating texts.

Outcomes and content are organised under:

- Oral language and communication
- Vocabulary
- Phonological awareness (ES1)
- Print conventions (ES1) and Phonic knowledge
- Reading fluency and Reading comprehension
- Creating written texts, Spelling, Handwriting
- Understanding and responding to literature.

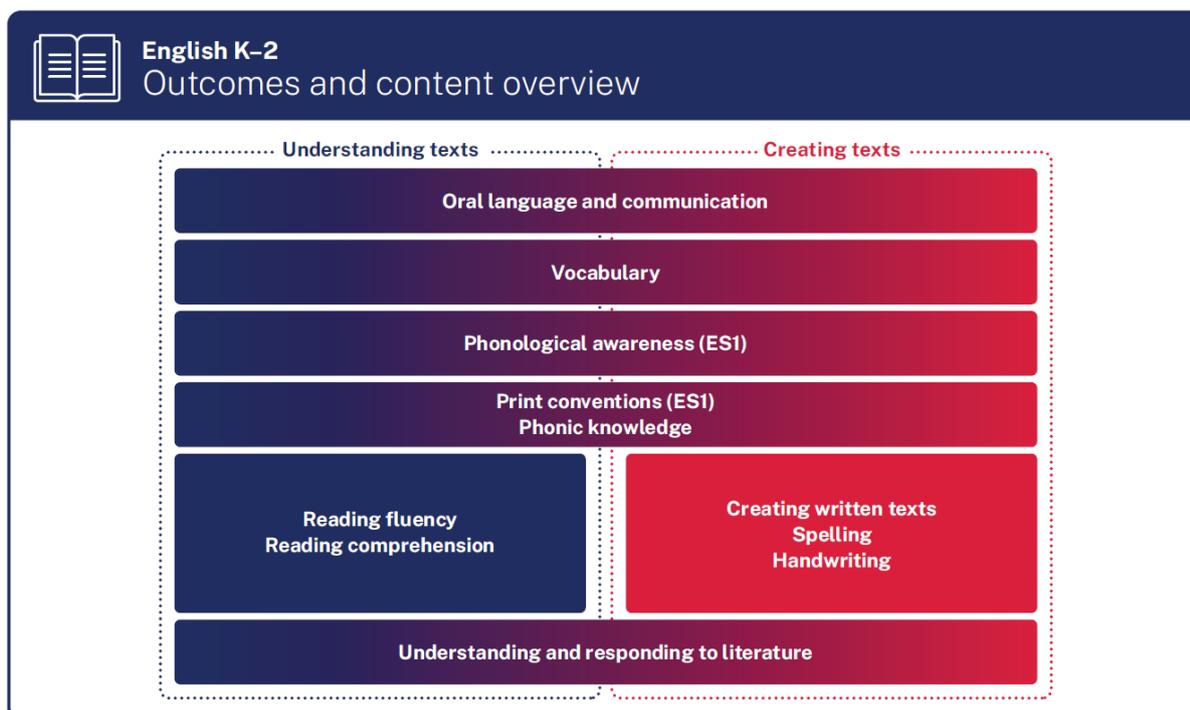


Figure 1: Overview of the outcomes and content structure.

Working at different stages

The content presented in a Stage represents the typical knowledge, skills and understanding that students learn throughout the Stage. It is acknowledged that students learn at different rates and in different ways. Not all content for a particular stage may be relevant to a student in that stage.

For example, some students will achieve Stage 1 outcomes during Year 1, while the majority will achieve them by the end of Year 2. Other students might not develop the same knowledge, skills and understanding until Year 3 or later.

The syllabus is written with the flexibility to enable students to work at different Stages in different outcomes. For example, students in Early Stage 1 could be working on the Stage 1 Vocabulary outcome while also working on Early Stage 1 Phonic knowledge. Teachers are best placed to make decisions about when students need to work at, above or below Stage level. The syllabus is written to give teachers this flexibility and enables students to work at different stages in different outcomes.

Balance of content

The amount of content associated with an outcome may not be indicative of the time required to engage with that outcome. Teachers determine instructional priorities and the time needed for students to achieve expected outcomes based on student needs and abilities.

The content groups are not intended to be hierarchical. They describe in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. They support teachers to diagnose where students are in their learning.

In considering the intended learning, teachers make decisions about the sequence and emphasis to be given to particular groups of content and make necessary adjustments to their teaching, based on the needs and abilities of their students.

Making connections through related content

Many connections exist between areas of oral language, reading and writing. Foundational skills often develop in an interrelated manner. For example, developing skills and knowledge in the creating written texts outcome is closely connected to developing skills and knowledge in the vocabulary outcome. Where appropriate, examples have been included of related outcomes and content that could be addressed in parallel. The suggested connections are not an exhaustive list of the ways that foundational skills and knowledge are related or could be taught.

Text requirements K–2

Understanding and creating a wide range of texts is central to the study of English. In K–2 the term *texts* refers to print, digital or spoken forms of communication and includes fiction and nonfiction works. Many types of texts are easy to recognise by their subject matter, forms and structures, such as imaginative, informative and persuasive texts. Texts have evolved over time for the purpose of communicating effectively with a range of audiences. Sometimes a number of elements from different types of texts can be included in a single text, resulting in a hybrid text. For example, an imaginative text such as a narrative will predictably have language features such as action verbs and descriptive noun groups, but may also contain visual features such as speech bubbles, diagrams and subheadings more typically seen in informative texts.

The act of creating texts involves:

- selecting the language appropriate to purpose
- adapting and experimenting with language
- using textual elements from different styles, modes and text forms.

Literature

Literature is defined as a body of work that has enduring personal, social, cultural or aesthetic value. It comprises a dynamic and evolving range of fiction and nonfiction texts from diverse contemporary, historical and cultural contexts.

Literature should be readily available to students in the classroom and updated regularly.

Across a **year** of learning, teachers must give students daily opportunities:

- **To be read to:** Being read to supports children in acquiring new vocabulary from a text, gives students access to texts beyond their immediate means and supports the development of reading as pleasure. Independent reading should not supplant being read to. Where reading aloud is not accessible for students, they should be read to using their preferred communication form(s).
- **To read decodable texts:** Decodable texts support beginning readers to use decoding strategies and practise their developing reading skills. Provide decodable texts for beginning readers in Early Stage 1, and as needed for students in Stage 1 and beyond.
- **For wide reading:** Once students can consistently use phonic knowledge to decode words, the use of decodable texts does not need to continue. At this point, students should be reading a wide range of texts of increasing complexity and varied topics.
- **For wide writing:** Students need to practise and experiment with creating written texts in English and all other learning areas. Specific opportunities for writing may be found in texts being read, or in other experiences that can provide real contexts, audiences and purposes.

Text selection

As teachers identify what their students need to learn at particular points in time, they can select texts to facilitate the learning. A well-chosen text enables students to practise, enhance and transfer knowledge and skills they already have and apply this learning to new contexts.

Across a year of learning, the selection of texts must give students opportunities to engage with a variety of texts, including:

- texts by Aboriginal and Torres Strait Islander Peoples
- Australian literature
- picture books
- poetry and texts that feature wordplay and figurative language
- classic and contemporary literature which include cultural and linguistic diversity
- narrative texts that include examples of character¹²
- texts that provide information in different forms
- texts that include persuasive arguments presented in different forms
- plays
- decodable texts
- a range of digital texts (Stage 1).

Diversity of learners

Text selections should respond to the individual needs of students. Texts should be selected that either support or extend students' reading.

EAL/D students should be provided with opportunities to engage with and respond to texts in their home language so that they can make meaningful connections between their home language and Standard Australian English. For children for whom Auslan is their first language, this should include a variety of signed texts, which may be live or recorded.

It is important to provide the opportunity for students to respond to and create texts using their preferred communication techniques and systems. This may include assistive technology and augmentative and alternative communication (ACC) systems, such as:

- gesture
- signing¹³
- real objects
- photographs
- pictographs
- pictograms
- braille
- speech-to-text and text-to-speech applications
- digital technology.

¹² The term 'narrative' refers to an account of events or related experiences that can be real or imagined.

¹³ Reference to signing as an augmentative and alternative communication method typically refers to Key Word Sign.

Text complexity

Text complexity may vary in:

- ideas or knowledge
- structure
- vocabulary
- sentence complexity
- levels of meaning or subtlety.

Most texts combine aspects of simple and complex features. As learning progresses, students can sustain reading of more complex texts for longer periods of time.

Teachers should preview all texts that students study in class. This allows teachers to identify potential areas for targeted teaching.

Syllabus

Rationale

Language shapes our understanding of ourselves and our world. It allows us to relate with others, and contributes to our intellectual, social and emotional development.

Through the study of English in Years K–10, students engage with Australia’s diversity by exploring historic and contemporary texts, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and a range of linguistic, cultural and social perspectives. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures and connections.

Students learn the foundational literacy skills needed to become confident communicators, critical and imaginative thinkers, and informed and active participants in society. Through practice and experience in understanding and creating texts, students learn about the power, purpose, value and art of English for communication, knowledge and enjoyment.

By engaging in literature from across the world, students broaden their perspectives and become empowered to express their identities, personal values, morals and ethics. Students study the English language in its various textual forms, which range in complexity, to understand how meaning is shaped, conveyed, interpreted and reflected. This allows students to learn about and control language throughout their lives and successfully pursue further learning, personal and career aspirations.

Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect upon and enjoy language and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Table of outcomes

Content	Early Stage 1 outcomes	Stage 1 outcomes
	A student:	A student:
Oral language and communication	<ul style="list-style-type: none"> communicates effectively by using interpersonal conventions and language with familiar peers and adults ENE-OLC-01 	<ul style="list-style-type: none"> communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions EN1-OLC-01
Vocabulary	<ul style="list-style-type: none"> understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts ENE-VOCAB-01 	<ul style="list-style-type: none"> understands and effectively uses Tier 1¹⁴, taught Tier 2¹⁵ and Tier 3¹⁶ vocabulary to extend and elaborate ideas EN1-VOCAB-01
Phonological awareness	<ul style="list-style-type: none"> identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts ENE-PHOAW-01 	<ul style="list-style-type: none"> No outcome in Stage 1
Print conventions	<ul style="list-style-type: none"> tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print ENE-PRINT-01 	<ul style="list-style-type: none"> No outcome in Stage 1
Phonic knowledge	<ul style="list-style-type: none"> uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts ENE-PHOKW-01 	<ul style="list-style-type: none"> uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts EN1-PHOKW-01
Reading fluency	<ul style="list-style-type: none"> reads decodable texts aloud with automaticity¹⁷ ENE-REFLU-01 	<ul style="list-style-type: none"> sustains reading unseen texts with automaticity and prosody and self-corrects errors EN1-REFLU-01
Reading comprehension	<ul style="list-style-type: none"> comprehends independently read texts using background knowledge, word knowledge and understanding of how 	<ul style="list-style-type: none"> comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and

¹⁴ **Tier 1** words are basic-level words (eg *dog, baby, happy, pretty*). While we need to teach students how to read and write these words, they rarely require instruction at school in terms of what they mean and how to use them.

¹⁵ **Tier 2** words are of 'high utility for mature language users and are found across a variety of domains' (eg *precede, stale, awful, snuggle*). Tier 2 words add power and precision to written and spoken language but many Tier 2 words are most commonly found in written language.

¹⁶ **Tier 3** words are used rarely (low frequency) and only in highly specific situations (eg *decibel, cataclysm, atom*). These are probably best learnt in a content area.

¹⁷ The syllabus acknowledges that reading aloud may include the use of Auslan, assistive technology or AACs.

Content	Early Stage 1 outcomes	Stage 1 outcomes
	A student: sentences connect ENE-RECOM-01	A student: understanding sentences and whole text, and monitoring for meaning EN1-RECOM-01
Creating written texts	<ul style="list-style-type: none"> ▪ creates written texts that include at least 2 related ideas and correct simple sentences ENE-CWT-01 	<ul style="list-style-type: none"> ▪ plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure EN1-CWT-01
Spelling	<ul style="list-style-type: none"> ▪ applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts ENE-SPELL-01 	<ul style="list-style-type: none"> ▪ applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts EN1-SPELL-01
Handwriting	<ul style="list-style-type: none"> ▪ produces all lower-case and upper-case letters to create texts ENE-HANDW-01 	<ul style="list-style-type: none"> ▪ uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts EN1-HANDW-01
Understanding and responding to literature	<ul style="list-style-type: none"> ▪ understands and responds to literature read to them ENE-UARL-01 	<ul style="list-style-type: none"> ▪ understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose EN1-UARL-01

Outcomes and content for Early Stage 1

Oral language and communication

This content is best addressed in parallel with:

- Early Stage 1: Vocabulary
- Early Stage 1: Reading comprehension
- Early Stage 1: Creating written texts
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- communicates effectively by using interpersonal conventions and language with familiar peers and adults. **ENE-OLC-01**

Content

Content in the left column of *Oral language and communication* focuses on speaking and listening. For some deaf and hard of hearing students, this will be through signing and watching Auslan as well as or instead of speaking and listening.

Content in the right column of *Oral language and communication* (complementary content) provides alternative means to demonstrate aspects of the outcome, for students who use other forms of communication to supplement or replace speech. Content should be taught through speaking and listening experiences, as appropriate, in combination with the student's preferred communication forms. Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Listening for understanding

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ¹⁸
<p>Students:</p> <ul style="list-style-type: none"> ▪ orientate self to the speaker ▪ recognise how nonverbal language can contribute to meaning in spoken communication ▪ respond to spoken questions ▪ follow up to 3-part spoken instructions¹⁹ ▪ understand how pronouns can be linked to nouns to support meaning ▪ understand how the most common inflected word forms affect the meanings of words²⁰ ▪ listen for a purpose by agreeing or disagreeing, adding to the comment of others, or sharing thoughts and feelings. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ recognise how nonverbal language can contribute to meaning when communicating ▪ respond to symbolic, signed and/or spoken questions ▪ follow up to 3-part instructions given in speech, signs or symbols ▪ attend to a communication partner for a purpose by agreeing or disagreeing, adding on to the comment of others, or sharing thoughts and feelings.

Examples

¹⁸ The use of signs as a form of communication typically refers to Key Word Sign.

¹⁹ For example, the teacher provides an instruction that requires 3 responses such as 'First ... [step 1], then ... [step 2], and then ... [step 3].'

²⁰ Words with plural markers (*s/es*) or tense markers (*ed/ing*). For students using Auslan, this would include understanding how modifications to signs affect meanings.

Social and learning interactions

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ²¹
<p>Students:</p> <ul style="list-style-type: none"> ▪ contribute to group conversations ▪ start a conversation with a peer and/or adult, staying on topic ▪ take turns when speaking during structured and unstructured play ▪ use oral language to make requests and express needs ▪ use oral language to reason²² when speaking ▪ use oral language to persuade, negotiate, give opinions or discuss ideas ▪ use imaginative, verbal language in structured and unstructured activities²³ ▪ ask questions using who, what, when, where, why, or how. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ take turns when communicating during structured and unstructured play ▪ use gestures, symbols, signs in combination with, or in place of speech, to convey requests and express needs ▪ use gestures, symbols, signs in combination with or in place of speech, to reason when communicating ▪ use gestures, symbols, signs in combination with or in place of speech, to persuade, negotiate, give opinions or discuss ideas ▪ communicate imaginatively in structured and unstructured activities

Understanding and using grammar when interacting

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ²⁴
<p>Students:</p> <ul style="list-style-type: none"> ▪ understand there are many languages that are used by family, peers and community ▪ use short phrases and simple sentences when speaking²⁵ ▪ use connectives such as <i>and</i>, <i>but</i> and <i>because</i> when speaking ▪ use regular past tense verbs²⁶ when speaking ▪ use irregular past tense verbs²⁷ when speaking ▪ use a combination of sentences to elaborate and connect ideas.²⁸ 	<p>Students:</p> <ul style="list-style-type: none"> ▪ communicate using short phrases and simple sentences represented by gestures, symbols, signs in combination with or in place of speech ▪ connect 2 or more ideas when communicating ▪ communicate ideas from the past using gestures, symbols, signs in combination with or in place of speech ▪ use gestures, symbols, signs in combination with or in place of speech, to connect and elaborate on ideas when retelling and creating stories.

Examples

²¹ The use of signs as a form of communication typically refers to Key Word Sign.

²² Justifies ideas when problem-solving.

²³ Pretend and act out stories or storylines.

²⁴ The use of signs as a form of communication typically refers to Key Word Sign.

²⁵ For example: subject, verb, object – *I ran home*.

²⁶ Examples of regular past tense verbs are *jumped*, *liked*, *hoped*.

²⁷ Examples of irregular past tense verbs are *felt*, *ran*, *drank*, *took*.

²⁸ A combination of compound and complex sentences.

Oral narrative

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ²⁹
<p>Students:</p> <ul style="list-style-type: none"> ▪ tell a story or information to peers or adults using oral language ▪ retell favourite stories, poems, songs and rhymes with some parts as exact repetition and some in their own words ▪ recall details of events or stories using <i>who, what, when, where, why</i> and <i>how</i>. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ present a story or information to peers or adults using gestures, symbols, signs in combination with or in place of speech ▪ retell favourite stories, poems, songs and rhymes using gestures, symbols, signs in combination with or in place of speech.

²⁹ The use of signs as a form of communication typically refers to Key Word Sign.

Vocabulary

This content is best addressed in parallel with:

- Early Stage 1: Oral language and communication
- Early Stage 1: Phonological awareness
- Early Stage 1: Phonic Knowledge
- Early Stage 1: Reading fluency
- Early Stage 1: Reading comprehension
- Early Stage 1: Creating written texts
- Early Stage 1: Spelling
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- understands and effectively uses Tier 1 words and Tier 2 words in familiar contexts.
ENE-VOCAB-01

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Learning and using words

Students:

- understand that texts in Standard Australian English are made up of words and groups of words that convey meaning
- recognise and understand taught Tier 1 and Tier 2 words³⁰
- understand words that have different meanings in different contexts³¹
- use vocabulary that is personal
- use vocabulary that is specific to Key Learning Areas
- use vocabulary to select, match and provide categories for groups of images or words
- understand and use words to describe shape, size, texture, position, numerical order, time and seasons
- identify, name and describe a range of objects, characters, animals, people and places when given visual and/or auditory prompts³²
- use specific word choice to clarify meaning³³
- experiment with and create wordplay and poems³⁴
- use and understand Tier 3 words that are of personal interest.

Examples

³⁰ During social and learning interactions, when reading decodable texts, during shared reading and in own writing.

³¹ Homonyms such as *jam* [referring to food or traffic]; *tap* [referring to dance or to a faucet].

³² Visual and/or auditory prompts may include descriptors such as *looks like ...*, *sounds like ...*, *feels like ...*, *smells like ...*, *eats ...*, *lives ...*

³³ Precise language is purposeful and intentional, and it may be highly descriptive and/or include Tier 2 words.

³⁴ Rhyme, absurdities, silly sentences, oral play and recitation or preferred communication forms.

Phonological awareness

This content is best addressed in parallel with:

- Early Stage 1: Vocabulary
- Early Stage 1: Phonic knowledge
- Early Stage 1: Spelling.

Outcomes

A student:

- identifies, blends, segments and manipulates phonological units in spoken words as a strategy for reading and creating texts. **ENE-PHOAW-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Words

Students:

- repeat words and phrases
- complete familiar spoken phrases in texts, including chants, rhymes, songs and poems
- segment a spoken sentence of 3 to 5 words into separate spoken words.

Syllables

Students:

- orally blend and segment syllables in words comprising up to 3 syllables
- blend onset and rime to say a one-syllable word.

Phonemes

Students:

- provide a word when given a starting phoneme
- consistently say the first phoneme of a spoken one-syllable word
- listen to up to 4 words, indicate those that start with the same phoneme and say other words that start with that phoneme
- orally blend up to 4 phonemes together to make a one-syllable spoken word
- orally segment one-syllable words comprised of up to 4 phonemes into separate phonemes
- identify the number of phonemes that make up a spoken one-syllable word comprising fewer than 4 phonemes
- identify the first, middle and final phonemes in a one-syllable word
- identify the difference between a voiced phoneme³⁵ and an unvoiced phoneme³⁶
- blend aloud all phonemes when asked to delete, add or substitute an initial phoneme
- blend aloud all phonemes when asked to delete, add or substitute a final phoneme
- blend aloud all phonemes when asked to substitute a medial vowel phoneme.

Examples

³⁵ Students can feel their voice vibrating when they say a voiced phoneme, for example /z/ in the word *zip*.

³⁶ Students cannot feel their voice vibrating when they say an unvoiced phoneme, for example /s/ in the word *sip*.

Print conventions

This content is best addressed in parallel with:

- Early Stage 1: Phonic knowledge
- Early Stage 1: Reading fluency
- Early Stage 1: Creating written texts
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- tracks written text from left to right and from top to bottom of the page and identifies visual and spatial features of print. **ENE-PRINT-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Features of print

Students:

- understand that written Standard Australian English uses letters to represent sounds
- understand that print contains a message
- identify pictures in texts
- identify words in a variety of situations in school, the classroom and the environment
- know the difference between a letter and a word
- distinguish between punctuation, letters, words and numerals in texts
- identify spaces between words
- identify numerals in texts
- identify and name lower- and upper-case letters
- recognise symbols, icons and personally significant words³⁷ in everyday situations and in texts.

Examples

³⁷ Personally significant words may include the student's own name, names of family members, and words or symbols that have cultural or religious significance.

Directionality of print

Students:

- show awareness of appropriate orientation of the text being read
- locate the front and back of a book and top and bottom of page
- turn pages one at a time
- begin reading at the top of the page and conclude reading at the bottom of the page
- track text left to right and use return sweep
- consistently read left page before right page.

Phonic knowledge

This content is best addressed in parallel with:

- Early Stage 1: Vocabulary
- Early Stage 1: Phonological awareness
- Early Stage 1: Print conventions
- Early Stage 1: Reading fluency
- Early Stage 1: Spelling
- Early Stage 1: Handwriting.

Outcomes

A student:

- uses single-letter grapheme–phoneme correspondences and common digraphs to decode and encode words when reading and creating texts. **ENE-PHOKW-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Single-letter graphemes

Students:

- match a single-letter grapheme with a phoneme
- say the most common phoneme for single-letter graphemes (graphs)
- blend single-letter grapheme–phoneme correspondences to decode VC³⁸ and CVC words, and apply this knowledge when reading, including decodable texts
- segment and encode single-letter VC and CVC words, and apply this knowledge when writing words and creating texts
- blend common single-letter grapheme–phoneme correspondences to read CCVC³⁹ and CVCC⁴⁰ words, and apply this when reading texts, including decodable texts
- segment common, single-letter grapheme–phoneme correspondences to encode CCVC and CVCC words.

Examples

³⁸ C stands for a consonant phoneme and V stands for a vowel phoneme.

³⁹ CCVC: *spot*.

⁴⁰ CVCC: *jump*.

Digraphs

Students:

- decode and blend words containing consonant digraphs⁴¹ and apply this when reading texts, including decodable texts
- segment and encode CVC⁴² words containing consonant digraphs
- decode words containing split digraphs⁴³ and vowel digraphs⁴⁴
- experiment with encoding high-frequency words containing split digraphs and vowel digraphs.

Examples

⁴¹ Consonant digraphs such as *ch* in *chop*, *sh* in *wish*, *ss* in *fuss*, *ll* in *will*, *zz* in *buzz* and *ng* in *sing*.

⁴² CVC words, for example *that*, *chop*, *wish*, *with*.

⁴³ Split digraphs such as *a-e* in *make*, *i-e* in *hide* and *o-e* in *rope*.

⁴⁴ Vowel digraphs such as *oo* in *look*, *ee* in *sleep* and *ea* in *meat*.

Reading fluency

This content is best addressed in parallel with:

- Early Stage 1: Vocabulary
- Early Stage 1: Print conventions
- Early Stage 1: Phonic knowledge
- Early Stage 1: Reading comprehension.

Outcomes

A student:

- reads decodable texts aloud with automaticity.⁴⁵ **ENE-REFLU-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Automaticity

Students:

- read words automatically then apply to texts
- read texts with taught grapheme–phoneme correspondences and taught high-frequency words with automaticity
- know that fluent reading involves recognising and reading words accurately and automatically.

Prosody

Students:

- read phrases comprising 2 or 3 words aloud, in a rhythmic manner⁴⁶
- know that pace and expression vary when reading, according to the audience and purpose⁴⁷
- stop at the end of a sentence in response to a full stop
- regulate their voice to respond to punctuation such as question marks and exclamation marks.

Examples

⁴⁵ Automaticity refers to accurate and fast word recognition.

⁴⁶ An example of a 2-word phrase is 'On Monday', and a 3-word phrase is 'up the hill'.

⁴⁷ Reading a text during readers' theatre, reading poetry, reading notes for presenting a scripted speech.

Reading comprehension

This content is best addressed in parallel with:

- Early Stage 1: Oral language and communication
- Early Stage 1: Vocabulary
- Early Stage 1: Reading fluency
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- comprehends independently read texts using background knowledge, word knowledge and understanding of how sentences connect. **ENE-RECOM-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Activating word meaning

Students:

- recognise familiar vocabulary in a text
- use known vocabulary to build a mental model⁴⁸ of the content of a text
- use known vocabulary to work out or refine the meaning of unknown words
- ask or pause to clarify meaning of unknown words.

Understanding and connecting sentences

Students:

- identify words that represent who, what, when, where and why in texts⁴⁹
- identify conjunctions (*and, because, but, for, so*) in a compound sentence, their meaning and purpose
- understand how adjectives describe a noun and verbs identify actions in a sentence
- recognise how the position of words in a sentence changes its meaning.⁵⁰

Examples

⁴⁸ A mental model is a mental representation that is created from information in the real, or an imagined, world. Using vocabulary is one of several elements required for building a mental model.

⁴⁹ For example: Who is involved in the story? What is happening and when, as well as other details in the text.

⁵⁰ For example: My *only* pet likes running. My pet *only* likes running.

Understanding whole text

Students:

- understand that informative and imaginative texts have different structures, features and forms.

Monitoring comprehension

Students:

- stop reading when a break in comprehension is registered
- re-read to check if an error was made
- self-correct error using phonic knowledge
- ask a question or make a statement to clarify meaning
- predict purpose, type of text or topic from title, illustration, image and/or form
- clarify own purpose for reading a text⁵¹
- use background knowledge when identifying connections between a text, own life, other texts and/or the world
- use visual cues⁵² in multimodal texts to interpret meaning.

Recalling details

Students:

- recall key characters, events and/or information in text
- recall the sequence of events/information in texts⁵³
- recount the relevant ideas from the text
- use information or events from different parts of the text to form an opinion.

Examples

⁵¹ To practise reading, for enjoyment, to find out information.

⁵² Visual clues may include colour, shape and size of images, character's facial expression, labels.

⁵³ Discuss beginning, middle, end of story.

Creating written texts

This content is best addressed in parallel with:

- Early Stage 1: Oral language and communication
- Early Stage 1: Vocabulary
- Early Stage 1: Print conventions
- Early Stage 1: Spelling
- Early Stage 1: Handwriting
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- creates written texts that include at least 2 related ideas and correct simple sentences.
ENE-CWT-01

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Text features

Students:

- create a text including at least 2 related ideas⁵⁴
- sequence ideas in a text
- include recognisable structural features for text purpose⁵⁵
- create written texts that describe, give an opinion, recount an event, convey a story.

Examples

⁵⁴ For example, introduces a topic or provides an orientation or a sequence of events, states an opinion and provides a reason(s), describes some features from personal experience or external stimulus.

⁵⁵ Recognisable structural features may include a title, introduction, description, sequence, conclusion.

Sentence-level grammar

Students:

- identify and use verbs in simple sentences, including in own writing
- know that a simple sentence makes sense by itself and is a complete thought represented by a subject and verb
- write a simple sentence with correct subject–verb–object structure to convey an idea⁵⁶
- recognise a simple sentence in own writing
- identify and use nouns in simple sentences, including in own writing
- use personal pronouns in own writing
- use prepositional phrases to indicate time or place⁵⁷
- identify and use time connectives to sequence information and events⁵⁸
- experiment with writing compound sentences and recognise that each clause makes meaning by itself.⁵⁹

Punctuation

Students:

- understand that punctuation is a feature of written language and how it impacts meaning
- use a capital letter to start a sentence and a full stop to end a sentence
- use capital letters when writing proper nouns
- use question marks and exclamation marks.

Word-level language

Students:

- explain the purpose of a verb, a noun and an adjective in own writing
- intentionally select nouns, verbs, adjectives and articles in own writing
- use personal vocabulary, words on display and in mentor texts when constructing sentences.

Examples

⁵⁶ A simple sentence is one that contains a single independent clause – a clause that can stand on its own. For example: My dog's name is Banjo.

⁵⁷ For example: On the weekend, under the bed, behind the tree.

⁵⁸ For example: first, then, after.

⁵⁹ Sentences with 2 independent clauses. We always go to the park after school and we sometimes play hide and seek with our friends.

Planning and revising

Students:

- identify differences between spoken and written language⁶⁰
- identify different purposes for writing⁶¹
- use drawing, images or mind maps to support planning and writing
- understand they can improve their writing based on feedback from teachers
- edit their texts after receiving feedback.

Examples

⁶⁰ For example, written language is represented by letters, written language has spaces between words, spoken has pauses, written language has punctuation, spoken language has intonation.

⁶¹ That is whether to persuade, inform and/or entertain.

Spelling

This content is best addressed in parallel with:

- Early Stage 1: Vocabulary
- Early Stage 1: Phonological awareness
- Early Stage 1: Phonic knowledge
- Early Stage 1: Creating written texts
- Early Stage 1: Handwriting
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- applies phonological, orthographic and morphological generalisations and strategies to spell taught familiar and high-frequency words when creating texts. **ENE-SPELL-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Integrated spelling components

Students:

- combine phonological, phonic, orthographic and morphemic knowledge to spell taught high-frequency irregular words⁶² comprising up to 3 phonemes.

Phonological component

Students:

- segment single-syllable words into phonemes as a strategy for spelling
- segment multisyllabic words into syllables and phonemes as a strategy for spelling.

Examples

⁶² High-frequency irregular words, for example *the, was, one, said, come*.

Orthographic component

Students:

- spell their own name
- know that the digraphs *zz*, *ss*, *ll*, *ff* and *ck* do not usually start a word in Standard Australian English
- know that words do not usually end with the letter *v*, and that *ve*⁶³ is commonly used
- experiment with some vowel digraphs⁶⁴ and split digraphs⁶⁵ to spell taught high-frequency words and/or personally significant words.

Morphological component

Students:

- add the plural-marking suffix (s) to base nouns that require no change when suffixed⁶⁶
- experiment with the tense-marking suffixes⁶⁷ to spell familiar base verbs
- spell high-frequency compound words and homophones comprising taught graphemes.

Examples

⁶³ Words ending in *ve* such as in *have*, *give*, *love*.

⁶⁴ Vowel digraphs such as *ea* in *beach*, *oa* in *boat*.

⁶⁵ Split digraphs such as *a-e* as in *make*, *i-e* as in *hide*.

⁶⁶ Adding the plural-marking suffix (s) for example, *pan*–*pans* and *tin*–*tins*.

⁶⁷ Tense-marking suffixes (*ing*, *s*, *ed*) for example, *jump*–*jumping*–*jumps*–*jumped*.

Handwriting

This content is best addressed in parallel with:

- Early Stage 1: Phonic knowledge
- Early Stage 1: Creating written texts
- Early Stage 1: Spelling
- Early Stage 1: Understanding and responding to literature.

Outcomes

A student:

- produces all lower-case and upper-case letters to create texts. **ENE-HANDW-01**

Content

Content in the left column focuses on the skills and process of handwriting.

Content in the right column (complementary content) provides alternative means to demonstrate aspects of the outcome for students who are unable to produce handwriting, even with appropriate aids and supports.

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Handwriting	Digital technologies for students who are unable to produce handwriting
<p>Students:</p> <ul style="list-style-type: none"> ▪ use a stable posture when handwriting or drawing by sitting comfortably with feet flat on the floor, the writing arm resting on a table, with the opposite hand resting on the paper, and shoulders relaxed ▪ correctly produce a clockwise ellipse, anticlockwise ellipse and downward diagonal stroke when forming letter shapes ▪ use writing implements with a stable and relaxed pencil grasp ▪ apply appropriate pressure when handwriting to produce legible writing ▪ form all handwritten letters in NSW Foundation Style when given a verbal prompt from the correct starting point and continue in the correct direction ▪ apply taught handwriting skills when creating texts. 	<p>Students who are unable to use handwriting to form letters:</p> <ul style="list-style-type: none"> ▪ locate letters on a keyboard ▪ locate function keys to produce lower-case and upper-case letters ▪ use a touch screen or stylus to select lower-case and upper-case letters ▪ use a touch screen, stylus or keyboard to produce lower-case and upper-case letters ▪ use speech-to-text applications to produce letters.

Understanding and responding to literature

This content is best addressed in parallel with:

- Early Stage 1: Oral language and communication
- Early Stage 1: Vocabulary
- Early Stage 1: Print conventions
- Early Stage 1: Reading comprehension
- Early Stage 1: Creating written texts
- Early Stage 1: Spelling
- Early Stage 1: Handwriting.

Outcomes

A student:

- understands and responds to literature read to them. **ENE-UARL-01**

Content

Access content points are also available to support students with significant intellectual disability who are working towards this outcome.

Context

Students:

- identify aspects of their own world represented in texts
- identify texts that are composed for specific audiences and purposes
- identify and contrast features of texts that inform, persuade and/or entertain
- create imaginative and/or informative texts relating to their own experience, the world and/or other texts.

Narrative

Students:

- understand that narrative can be real or imagined
- identify narratives told through a range of modes⁶⁸ and media⁶⁹
- identify, discuss and compare the beginning, middle and end in a range of narratives
- experiment with using parts and/or features of a narrative, innovating from a mentor text.

Examples

⁶⁸ Listening to a story told by a local Aboriginal Elder.

⁶⁹ Picture book with words and images, oral narrative, wordless narrative.

Character

Students:

- use background knowledge to support understanding of characters' actions in a text
- reason using background knowledge as to why a character has acted in a certain way
- identify and discuss character features and actions⁷⁰
- identify and discuss language used to describe characters in narratives
- share feelings and thoughts in response to characters and actions in texts
- identify and compare characters in a range of texts
- understand that characters in texts are represented by how they look, what they say and do, and their thoughts.

Imagery, symbol and connotation

Students:

- identify and discuss how creative language and/or symbols enhance enjoyment in texts⁷¹
- identify how visual cues⁷² contribute to the meaning of a text
- identify how words and word order influence meaning in texts
- experiment with creative play with language⁷³ in own texts.

Perspective

Students:

- express likes and dislikes about a text
- identify favourite stories and/or characters in texts using verbal and/or nonverbal modes
- compare opinions of a text or characters with peers.

Examples

⁷⁰ Characters may be animals depicted as having human characteristics, unique facial expressions and/or varied physical appearance. Character actions may include what is said and what the character does.

⁷¹ Illustrations, repetition, silly sentences, nonsense words, funny rhyming words, 2-word alliteration, onomatopoeia, images.

⁷² For example, a speech bubble or arrow.

⁷³ Creating silly sentences, nonsense words, rhyming words, 2-word alliteration, onomatopoeia, images.

Outcomes and content for Stage 1

Oral language and communication

This content is best addressed in parallel with:

- Stage 1: Vocabulary
- Stage 1: Reading comprehension
- Stage 1: Creating written texts
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- communicates effectively by using interpersonal conventions and language to extend and elaborate ideas for social and learning interactions. **EN1-OLC-01**

Content

Content in the left column of *Oral language and communication* focuses on speaking and listening. For some deaf and hard of hearing students, this will be through signing and watching Auslan as well as or instead of speaking and listening.

Content in the right column of *Oral language and communication* provides alternative means to demonstrate aspects of the outcome, for students who use other forms of communication to supplement or replace speech. Content should be taught through speaking and listening experiences, as appropriate, in combination with the student's preferred communication forms.

Listening for understanding

Students:

- understand that oral language can be used in combination with nonverbal communication⁷⁴
- understand when a message is not clear and ask questions and/or gesture to elicit support and/or seek clarification
- follow extended instructions that contain connectives and conjunctions
- listen to or engage with texts for enjoyment and recognise that their own experience can shape their ideas and opinions of texts
- respond to information⁷⁵ by asking relevant questions to extend their own and others' knowledge.

Examples

⁷⁴ Using facial expressions and gestures to interact with others, and/or matching symbols with spoken words.

⁷⁵ Responses should be to information provided in spoken texts, except where students' preferred mode of communication is nonverbal.

Social and learning interactions

Students:

- initiate, listen and/or respond in partner and group conversations
- interact to evaluate ideas and refine meaning
- use a range of strategies⁷⁶ for effective dialogue and manage digression from a topic.

Understanding and using grammar when interacting

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ⁷⁷
<p>Students:</p> <ul style="list-style-type: none"> ▪ incorporate extended sentences (simple, compound, complex) during dialogue ▪ organise key ideas in logical sequence ▪ use adjectives and adverbs to elaborate and/or provide some supporting details or justifications and express causal relationships ▪ use tense correctly to discuss past, present and future events ▪ link or compare ideas when interacting.⁷⁸ 	<p>Students:</p> <ul style="list-style-type: none"> ▪ communicate extended ideas or sentences using gestures, symbols, signs, in combination with or in place of speech, during dialogue ▪ communicate ideas in the past, present and future using gestures, symbols, signs, in combination with or in place of speech ▪ use gestures, symbols, signs, in combination with or in place of speech, to link or compare ideas.

Examples

⁷⁶ Offer questions, statements, and/or present an alternative point to the previous speaker.

⁷⁷ The use of signs as a form of communication typically refers to Key Word Sign.

⁷⁸ In teaching and learning activities during which students use comparative language to complete the sentence, or where they compare their own ideas to others.

Oral narrative

Oral language	Alternative communication forms For students who communicate using alternative communication forms, such as gestures, symbols and/or signs ⁷⁹
<p>Students:</p> <ul style="list-style-type: none"> ▪ recite poems and rhymes ▪ recount narratives⁸⁰ with key components ▪ adapt a narrative for a particular audience⁸¹ ▪ deliver a planned narrative to an audience for specific contexts and purposes. 	<p>Students:</p> <ul style="list-style-type: none"> ▪ use gestures, symbols, signs, in combination with or in place of speech, to engage with poems and rhymes ▪ recount a narrative with key components using gestures, symbols, signs, in combination with or in place of speech ▪ adapt a narrative for a particular audience using gestures, symbols, signs, in combination with or in place of speech⁸² ▪ use gestures, symbols, signs, in combination with or in place of speech to deliver a planned narrative to an audience for specific contexts and purposes.

Examples

⁷⁹ The use of signs as a form of communication typically refers to Key Word Sign.

⁸⁰ An account of events or related experiences.

⁸¹ Changing language, tone, volume, gesture, length and/or characters.

⁸² Changing language, tone, volume, gesture, length and/or characters.

Vocabulary

This content is best addressed in parallel with:

- Stage 1: Oral language and communication
- Stage 1: Phonic knowledge
- Stage 1: Reading fluency
- Stage 1: Reading comprehension
- Stage 1: Creating written texts
- Stage 1: Spelling
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- understands and effectively uses Tier 1, taught Tier 2 and Tier 3 vocabulary to extend and elaborate ideas. **EN1-VOCAB-01**

Content

Learning and using words

Students:

- use taught morphemic knowledge⁸³ to create word families
- understand and use words that have different meanings in different contexts⁸⁴
- understand and communicate jokes and riddles that play on words
- identify, understand and use wordplay and rhyme in a range of texts⁸⁵
- use vocabulary to express cause and effect⁸⁶
- understand and intentionally choose subject-specific vocabulary to enhance precision and for effect.

Examples

⁸³ Morphemic knowledge may include adding prefixes and suffixes to base words, eg act, acts, acted, acting, react, action

⁸⁴ Tier 2 vocabulary, *stalk* as in *plant* or *stalk* as in *prey*.

⁸⁵ Jack and *Jill* went up the *hill* to fetch a pail of water... Jack and *Jane* went down the *lane* to meet their group of friends.

⁸⁶ The game was *cancelled* because it *rained*.

Phonic knowledge

This content is best addressed in parallel with:

- Stage 1: Vocabulary
- Stage 1: Reading fluency
- Stage 1: Spelling
- Stage 1: Handwriting.

Outcomes

A student:

- uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts. **EN1-PHOKW-01**

Content

Single-syllable words

Students:

- blend grapheme–phoneme correspondences to read CCVCC^{87,88} words, CCCVC⁸⁹ words and CCCVCC⁹⁰ words and apply this when reading texts
- segment and encode one-syllable high-frequency base words with split digraphs and apply this when creating texts
- segment and encode CCVCC words, CCCVC words and CCCVCC words and apply this when creating texts
- blend and decode one-syllable words with taught extended vowel graphs and digraphs, including graphemes for r-controlled vowels and diphthongs, and apply this when reading texts⁹¹
- segment and encode one-syllable words with taught vowel graphs, digraphs and trigraphs and apply this when creating texts
- decode words with less common consonant digraphs⁹² and apply this when reading texts
- decode words with trigraphs and quadgraphs and apply this when reading texts.

Examples

⁸⁷ C stands for a consonant phoneme and V stands for a vowel phoneme.

⁸⁸ CCVCC: *trust*.

⁸⁹ CCCVC: *scrap*.

⁹⁰ CCCVCC: *scrunch*.

⁹¹ Vowel digraphs can include *ee* and *oo*; r-controlled vowel digraphs can include *er* and *ir*; graphemes for diphthongs can include *oy*, *ow* and *ay*.

⁹² *Gn* as in *gnome*; *mn* as in *column*; *mb* as in *lamb*.

Multisyllabic words

Students:

- blend and decode 2-syllable words with taught vowel graphs, digraphs, trigraphs and quadgraphs, including graphemes for r-controlled vowels and diphthongs and apply this when reading texts⁹³
- decode 2-syllable base words with common double consonants⁹⁴ when reading texts.

Examples

⁹³ Vowel digraphs can include *ee* and *oo*; r-controlled vowel digraphs can include *er* and *ir*; graphemes for diphthongs can include *oy*, *ow* and *ay*.

⁹⁴ Double consonant such as *ss* in *blossom*, *tt* in *letter*, *bb* in *rabbit*.

Reading fluency

This content is best addressed in parallel with:

- Stage 1: Vocabulary
- Stage 1: Phonic knowledge
- Stage 1: Reading comprehension

Outcomes

A student:

- sustains reading unseen texts with automaticity and prosody and self-corrects errors.

EN1-REFLU-01

Content

Automaticity

Students:

- apply grapheme–phoneme correspondence to read words with automaticity⁹⁵
- read aloud with an easy speech rhythm⁹⁶
- self-correct⁹⁷ when fluency and/or meaning is interrupted.

Prosody

Students:

- use sentence punctuation to enhance reading in a conversational manner
- adjust phrasing, intonation, volume or rate to maintain fluency when reading aloud
- vary pace when reading according to the audience and purpose.⁹⁸

Examples

⁹⁵ Automaticity refers to accurate and fast word recognition.

⁹⁶ Reading aloud with an easy speech rhythm means to read in a conversational manner.

⁹⁷ Self-correction includes pausing, repeating words and phrases, re-reading.

⁹⁸ Reading a text during readers' theatre; when reading poetry; when reading notes for presenting a 'speech' to peers.

Reading comprehension

This content is best addressed in parallel with:

- Stage 1: Oral language and communication
- Stage 1: Vocabulary
- Stage 1: Reading fluency
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- comprehends independently read texts that require sustained reading by activating background and word knowledge, connecting and understanding sentences and whole text, and monitoring for meaning. **EN1-RECOM-01**

Content

Activating word meaning

Students:

- use known vocabulary to build a mental model⁹⁹ of the content of the text
- use known morphemes and known vocabulary in the text to work out or refine the meaning of unknown words¹⁰⁰
- draw on sources¹⁰¹ to seek clarification for unknown words
- understand vocabulary that signals humorous wordplay in texts.

Understanding and connecting sentences

Students:

- know that a complex sentence includes a clause for expressing a main message and one or more clauses that elaborate on that message
- know the meaning and purpose of coordinating and subordinating conjunctions and identify them in a complex sentence¹⁰²
- recognise how the position of a clause in a complex sentence¹⁰³ influences the important idea for the reader
- identify pronouns linked to nouns within and across sentences and/or paragraphs
- make an inference¹⁰⁴ by connecting the meaning of words across sentences and/or paragraphs.

Examples

⁹⁹ A mental model is a mental representation that is created from information in the real, or an imagined, world. Using vocabulary is one of several elements required for building a mental model.

¹⁰⁰ Student reads *unbelievable*, knows the word *believable* and knows that the morpheme *un* mean 'not'.

¹⁰¹ Sources for clarification include dictionaries, online tools and reference sources.

¹⁰² A coordinating conjunction is a word that connects 2 parallel words, 2 parallel phrases or independent clauses, eg *and*, *or*, *but*, *as well as*. A subordinating conjunction is a word that links a dependent clause to an independent clause, eg *after*, *although* or *while*.

¹⁰³ *He soon got warmed up, although he was a bit afraid at first.* OR *Although he was a bit afraid at first, he soon got warmed up.*

¹⁰⁴ The reader infers Fred is having a happy day as the text states he was celebrating.

Understanding whole text

Students:

- combine multiple sources of information within a text¹⁰⁵ to make meaning
- use navigation pathways, including hyperlinks, to extract essential information to support reading fluency and enhance meaning when reading digital texts
- identify how creative visual features are used to expand meaning
- coordinate information or events from different parts of the text to form an overall opinion.

Monitoring comprehension

Students:

- register a break in comprehension when reading
- identify when meaning is not complete and/or contradicts prior understanding
- re-read words, phrases or sentences to check and clarify precise meaning
- ask a clarifying question when more background knowledge is needed to make an inference
- use knowledge of text structure, type of text, author, and forms of writing to predict and confirm meaning
- use a mental model to confirm predictions
- make text-to-self, text-to-text or text-to-world connections when reading
- use visual and/or auditory features¹⁰⁶ in multimodal texts to build meaning
- monitor understanding to ensure meaning is sustained and expanded through the whole text.

Recalling details

Students:

- use information read in texts to enhance learning across key learning areas¹⁰⁷
- confirm meaning by sequencing and explaining events and information
- recount relevant ideas from texts in the form of a written, visual or oral summary
- interpret patterns in texts to enhance understanding.

Examples

¹⁰⁵ Sources of information may include table of contents, index, glossary, descriptive language, stanzas, events, actions.

¹⁰⁶ Colour and size of images, characters' facial expressions, sound effects, diagrams, labels.

¹⁰⁷ Reading related to other syllabus-specific topics.

Creating written texts

This content is best addressed in parallel with:

- Stage 1: Oral language and communication
- Stage 1: Vocabulary
- Stage 1: Spelling
- Stage 1: Handwriting
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- plans, creates and revises texts written for different purposes, including paragraphs, using knowledge of vocabulary, text features and sentence structure. **EN1-CWT-01**

Content

Text features

Students:

- write texts that describe, explain, give an opinion, recount an event, tell a story
- use a logical order to sequence ideas and events in sentences across a text
- group sentences into paragraphs commencing with a topic sentence, followed by other sentences with related ideas
- select and use a range of conjunctions to create cohesive texts
- use noun/pronoun-referencing across a text
- use subject–verb agreement across a text
- use appropriate tense across a text
- use visual elements to expand meaning in own texts.

Sentence-level grammar

Students:

- write compound sentences using coordinating conjunctions¹⁰⁸
- recognise compound sentences in own writing, knowing that each clause has meaning by itself
- use a combination of simple and compound sentences to engage the reader when creating written texts
- use noun groups to build descriptions of people and things¹⁰⁹
- use action, saying, relating and sensing verbs to add detail and precision to writing¹¹⁰
- use adverbs to modify the meaning of verbs and adjectives
- use contextually precise prepositional phrases¹¹¹ when creating texts
- accurately use articles and pronouns in own writing
- use time connectives to sequence information and events in texts¹¹²
- experiment with writing complex sentences which include a clause for the main message and dependent clause to elaborate or modify the message.¹¹³

Punctuation

Students:

- use commas to separate ideas, lists and/or dependent clauses in a sentence
- use punctuation, including question marks and exclamation marks, accurately and for effect¹¹⁴
- use quotation marks for simple dialogue
- use possessive apostrophes in own writing.¹¹⁵

Word-level language

Students:

- use modifying and qualifying words and words to indicate quantity¹¹⁶
- use creative wordplay¹¹⁷ to affect the reader
- make intentional word choices to enhance precision of meaning and ideas in a text.

Examples

¹⁰⁸ For example, *and, but, or, so, yet*.

¹⁰⁹ For example, article/pronoun, adjectives/noun.

¹¹⁰ Action verbs, eg *run, kick, throw*. Saying verbs, eg *said, shouted, yelled*. Relating verbs, eg *had, be, is, are*. Sensing verbs, eg *feel, see, smell*.

¹¹¹ Prepositional phrases, such as *under the bed, through the woods, before bedtime, during the day, with my family*.

¹¹² For example, use *before, first, then, after* consistently across the text to sequence information and events.

¹¹³ For example, *If the bucket falls, water will spill everywhere.*

¹¹⁴ Use an exclamation mark for effect: *Stop!*

¹¹⁵ For example, *I went to Abul's house.*

¹¹⁶ For example: *very, every, some, a few.*

¹¹⁷ Creative wordplay includes repetition, alliteration, onomatopoeia.

Planning and revising

Students:

- identify the context, audience and purpose for own texts
- use knowledge of similarities and differences between imaginative, informative and persuasive texts when planning for writing
- use a variety of planning strategies and tools¹¹⁸ for creating texts
- understand that their own texts can be improved by incorporating feedback and editing
- re-read and edit their own texts after receiving feedback
- use different modes and media to enhance the presentation of texts they have created.

Examples

¹¹⁸ Planning strategies may include making notes, drawing, concept maps, flow charts, graphic organisers, creating a storyboard.

Spelling

This content is best addressed in parallel with:

- Stage 1: Vocabulary
- Stage 1: Phonic knowledge
- Stage 1: Creating written texts
- Stage 1: Handwriting
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- applies phonological, orthographic and morphological generalisations and strategies when spelling words in a range of writing contexts. **EN1-SPELL-01**

Content

Phonological component

Students:

- segment single-syllable words into phonemes as a strategy for spelling
- segment multisyllabic words into syllables and phonemes as a strategy for spelling.

Orthographic component

Students:

- explain when to use double consonants to spell 2-syllable base words and apply this when spelling
- spell high-frequency base words with taught vowel graphs, digraphs,¹¹⁹ split digraphs,¹²⁰ trigraphs¹²¹ and quadgraphs¹²²
- explain that the consonant trigraphs, *-tch* and *-dge*, can end a base word immediately following a short vowel and apply this when spelling
- spell taught high-frequency contractions
- use extended phonic code for taught consonant phonemes.¹²³

Examples

¹¹⁹ Vowel digraphs such as *ew*.

¹²⁰ Split digraphs such as *i-e*.

¹²¹ Trigraphs such as *igh*.

¹²² Quadgraphs such as *ough* as in *through*, *igh* as in *eight*, *weight* and *height*.

¹²³ Before *i*, *e* and *y*, it is common to use *k* for /k/ as in *kettle*, *kit*, *Kym*.

Morphological component

Students:

- use spelling conventions when adding plural-marking suffixes¹²⁴
- use spelling conventions when adding tense-marking suffixes¹²⁵
- spell nouns ending in the suffix –er to indicate a person¹²⁶
- use the comparative and superlative suffixes –er and –est
- use the suffixes –ful, –y and –ly to spell taught high-frequency words
- use knowledge of morphemes to spell taught compound words and homophones with taught single-letter graphemes, digraphs, split digraphs, trigraphs and quadgraphs
- use common prefixes such as un–, re– and dis–.

Examples

¹²⁴ Plural-marking suffixes that require base words to change: baby / babies, fox / foxes.

¹²⁵ Tense-marking suffixes that require base words to change: hop / hopped, carry / carried.

¹²⁶ Teach becomes teacher.

Handwriting

This content is best addressed in parallel with:

- Stage 1: Phonic knowledge
- Stage 1: Creating written texts
- Stage 1: Spelling
- Stage 1: Understanding and responding to literature.

Outcomes

A student:

- uses a legible, fluent and automatic handwriting style, and digital technology, including word-processing applications, when creating texts. **EN1-HANDW-01**

Content

Students:

- form all letters with consistent size and slope in NSW Foundation Style from memory
- position all letters correctly on the line with appropriate spacing between words
- use word-processing program functions, including text-editing applications
- recognise and use keys to show more complex punctuation or symbols
- type up to 5 familiar words per minute
- use taught software functions¹²⁷ to create texts in a range of modes for different contexts, audiences and purposes.

Examples

¹²⁷ Selecting font style and size, inserting a shape, image or table and saving a document.

Understanding and responding to literature

This content is best addressed in parallel with:

- Stage 1: Oral language and communication
- Stage 1: Vocabulary
- Stage 1: Reading comprehension
- Stage 1: Creating written texts
- Stage 1: Spelling
- Stage 1: Handwriting.

Outcomes

A student:

- understands and responds to literature by creating texts using similar structures, intentional language choices and features appropriate to audience and purpose. **EN1-UARL-01**

Content

Context

Students:

- identify how the language and form of a text vary according to purpose, audience and mode
- identify representations of groups and cultures in a range of texts
- recognise ways that settings and situations are represented within texts
- create and re-create texts in a range of modes and media using understanding of context.

Narrative

Students:

- identify the sequence of events that make up a narrative in own and others' texts
- identify patterns in narratives that set up expectation and aid prediction of actions and attitudes
- identify and appreciate how key messages in narratives evoke feelings
- create and re-create narratives using understanding of narrative features

Character

Students:

- identify how characters are constructed through different modes and media and through a combination of modes¹²⁸
- identify how a character reflects their own or other lived experiences
- compare and contrast characters in text
- identify how characters can invite positive and negative responses
- identify the language, dialogue, actions, images or music that create a reader response to a character
- create and re-create characters in texts that demonstrate understanding of character traits.

Imagery, symbol and connotation

Students:

- identify figurative language and wordplay in texts
- identify symbols and images¹²⁹ in texts, and how they bring deeper meaning
- create texts that include symbols, wordplay and figurative language
- innovate from studied texts using wordplay and figurative language.

Perspective and argument

Students:

- identify phrases in texts that project opinions
- identify how structure and images reinforce ideas
- identify and share how their own experience and interests influence opinions and/or interpretations of texts
- identify arguments and the intended audience
- express preferences for specific texts and authors and recognise the opinions of others
- create and re-create texts that include persuasive arguments, using knowledge of text and language features
- create paragraphs that contain a single idea, beginning with a topic sentence and including supporting evidence with elaborations.

Representation

Students:

- identify cultural representations in a range of texts
- express personal responses to the real and imagined worlds that are represented in texts
- adapt a well-known text for a different audience and/or purpose.

Examples

¹²⁸ Characters may be constructed using words and pictures.

¹²⁹ Symbolic representations could include clear, blue water to signify calmness or dark, swirling water to signify fear. Bright colours can signify happiness and dark colours, sadness. The illustrator can use colours, foregrounding and lines to convey expression or emotion.

Access content points

Access content points have been developed to support students with significant intellectual disability, who are working towards Early Stage 1 outcomes. These students may communicate using verbal and/or nonverbal forms. For each of the Early Stage 1 outcomes, access content points are provided to indicate content that students with significant intellectual disability may access in Early Stage 1 as they work towards the outcomes. Teachers will be able to choose to use the access content points on their own, or in combination with the content for each outcome. If students are able to access outcomes in the syllabus they should not require the access content points.

Access content points are provided for all Early Stage 1 outcomes.

Early Stage 1: Oral language and communication

Listening for understanding

Students:

- respond to routine sounds and communications¹³⁰
- look at or acknowledge an object or person with intent to communicate
- look at or acknowledge a communication partner
- respond to a question to indicate choice¹³¹
- follow a single instruction¹³²
- respond to indicate enjoyment or preference.¹³³

Social and learning interactions

Students:

- repeat or imitate phonemes and/or words as part of a social interaction¹³⁴
- accept or reject action, request or comment¹³⁵
- use consistent behaviours to indicate likes and dislikes
- communicate needs and express feelings
- respond consistently to routine events¹³⁶
- demonstrate an understanding of turn-taking when communicating
- respond to a social interaction
- initiate a social interaction.

Examples

¹³⁰ Smiles in response to the teacher's greeting or acknowledges the sound of the bell to start or end an activity.

¹³¹ Responds using gestures, photographs, pictures, symbols, Key Word Sign and/or oral language when asked who they would like to sit next to; points to names and/or uses Key Word Sign to select a preferred activity from a choice board.

¹³² Responds correctly when asked to point to the picture of the yellow ball.

¹³³ Uses facial expression, vocalises, gestures, selects a symbol, Key Word Sign and/or oral language to express enjoyment in a class activity.

¹³⁴ To gain attention.

¹³⁵ Uses facial expression, vocalises, gestures, selects a symbol, Key Word Sign and/or oral language to reject an activity.

¹³⁶ Reaches for a prepared drink during morning tea.

Understanding and using grammar when interacting

Students:

- communicate a single idea
- communicate 2 connected ideas.

Oral narrative

Students:

- respond to questions about people, events or objects in the present¹³⁷
- retell parts of a favourite story, poem, song or rhyme using gestures, photographs, pictures, symbols, signs¹³⁸ or oral language
- communicate details of an event in response to questions using who, what or when.¹³⁹

Early Stage 1: Vocabulary

Learning and using words

Students:

- respond to familiar vocabulary that is personal and relates to everyday situations
- recognise that words convey meaning by connecting a word, sound, gesture, photograph, picture, symbol or sign¹⁴⁰ with an object or action¹⁴¹
- recognise vocabulary of personal significance¹⁴²
- use vocabulary that is specific to an environment or activity¹⁴³
- respond to words that have the same meaning across environments or activities.¹⁴⁴

Examples

¹³⁷ Looks at or gestures to a person or a picture of a person, or names the person, when asked, 'Who is here?'

¹³⁸ The use of signs as a form of communication typically refers to Key Word Sign.

¹³⁹ Uses photographs or symbols to indicate who was at the party.

¹⁴⁰ The use of signs as a form of communication typically refers to Key Word Sign.

¹⁴¹ Looks at a bag when someone says 'bag'.

¹⁴² Matches a photograph, picture or symbol of a person to their name, looks in the direction of a person when named.

¹⁴³ Selects a photograph, picture, symbol, Key Word Sign or says the word 'swim' when swimming is the next activity.

¹⁴⁴ Responds appropriately to the word 'stop' during classwork or when playing a game.

Early Stage 1: Phonological awareness

Students:

- respond to familiar environmental sounds¹⁴⁵
- jump, clap or tap rhythms in rhymes, chants and songs
- join in known rhymes, chants and songs
- repeat words that rhyme
- match images of words that rhyme¹⁴⁶
- identify the syllables in a word¹⁴⁷
- say the first phoneme of own name
- respond to the onset of words¹⁴⁸
- recognise which words in a set begin with the same phoneme¹⁴⁹
- select photograph, picture or symbol to match onset/rime blending¹⁵⁰
- blend 2 or 3 phonemes to make a one-syllable word.¹⁵¹

Early Stage 1: Print conventions

Features of print

Students:

- respond to images or words used to represent people, places and objects in a text¹⁵²
- respond to symbols in the environment or in a text¹⁵³
- identify the topic of a book from its cover¹⁵⁴
- match lower- and upper-case letters in some familiar words.¹⁵⁵

Directionality of print

Students:

- show awareness of a text being read
- focus on a text being read¹⁵⁶
- track text to follow a story
- turn pages of a book.¹⁵⁷

Examples

¹⁴⁵ Bell ringing, car horn, dog barking.

¹⁴⁶ Selects the photograph, picture or symbol of a cat and a rat when asked, 'Which of these rhyme?'.
¹⁴⁷ Claps or taps syllables in spoken words, counts fingers to indicate syllables, manipulates concrete objects such as counters or blocks to indicate syllables.

¹⁴⁸ Selects the photograph, picture or symbol of the cat when given 'c'.
¹⁴⁹ *Bell, bike and boy.*

¹⁵⁰ Selects the picture of a shoe when the teacher says 'sh/oe'.
¹⁵¹ Orally blends phonemes, manipulates concrete objects such as counters into phoneme boxes, selects pictures of phonemes to blend together.

¹⁵² Smiles when preferred character is named, looks at a nominated character, points to the photograph or picture of the train when the train is mentioned in the text.

¹⁵³ Symbols that represent 'go', 'stop'.

¹⁵⁴ Indicates a book with a picture of a dog on the cover when asked to find a book about dogs, matches a photograph, picture or symbol of a dog with a book about dogs.

¹⁵⁵ Matches letters of own name.

¹⁵⁶ Fixes eye gaze.

¹⁵⁷ Turns pages in any order, touches a switch to turn a page in a digital text.

Early Stage 1: Phonic knowledge

Students:

- select the corresponding grapheme for the first phoneme of the word corresponding to a photograph, picture or symbol¹⁵⁸
- say the phoneme and matching letter name for some single-letter graphemes
- identify CVC words which begin with the same phoneme¹⁵⁹
- identify CVC words with the same rime
- identify CVC words which begin with different phonemes.

Early Stage 1: Reading fluency

Automaticity

Students:

- recognise or match familiar words¹⁶⁰
- match words to photographs, pictures or symbols of familiar people or objects¹⁶¹
- locate a familiar object or place in a text.¹⁶²

Prosody

Students:

- respond to varying expression when a story is read to them
- copy varying expression when joining in rhymes, poems, chants, songs or stories.

Early Stage 1: Reading comprehension

Activate word meaning

Students:

- respond to text, images, objects or sounds that convey meaning¹⁶³
- respond to words or images used to convey meaning in the community¹⁶⁴
- respond to indicate lack of understanding.

Examples

¹⁵⁸ Selects the grapheme 'm' for a picture of a mouse.

¹⁵⁹ Matches the photograph, picture or symbol of 'cat' with 'car'.

¹⁶⁰ Locates their name on a display of class members.

¹⁶¹ Selects the word 'ball' when shown a ball.

¹⁶² Finds the picture or symbol of a bag in a visual or multimodal text, finds the word 'bag' in a print text, matches a photograph, picture or symbol to a word in a text.

¹⁶³ Sits down when shown a photograph, picture or symbol of someone sitting in a chair.

¹⁶⁴ Stop, wait, exit, cross road (green person), no entry.

Understanding and connecting sentences

Students:

- respond to a single sentence to demonstrate understanding¹⁶⁵
- respond to 2 or more sentences in a text to demonstrate understanding.¹⁶⁶

Understanding whole text

Students:

- engage with texts for a variety of purposes¹⁶⁷
- select or respond to a preferred text
- view, listen to or read different types of texts.

Monitoring comprehension

Students:

- respond to text¹⁶⁸
- respond to familiar images, objects, sounds and actions within a text¹⁶⁹
- follow a sequence represented in photographs, pictures, symbols or words.¹⁷⁰

Recalling details

Students:

- match a prompt to a familiar story¹⁷¹
- indicate preference for a character or event in a story through photographs, pictures, symbols, signs¹⁷² or words.

Examples

¹⁶⁵ Identifies or selects the correct colour after reading a sentence about a character's favourite colour.

¹⁶⁶ Follows a two-step instruction, such as to put the book away then go to the computer, communicated through photographs, pictures, symbols or words.

¹⁶⁷ Joins in a rhyme or chant for enjoyment, follows a sequence to complete an action.

¹⁶⁸ Fixes eye gaze on a text as it is being read.

¹⁶⁹ Copies or completes a familiar rhyme.

¹⁷⁰ Follows a sequence for washing hands and checks the sequence to reference each step.

¹⁷¹ Matches an image of a character to the correct story, identifies that the story was set on a farm when shown a photograph, picture or symbol of a sheep.

¹⁷² The use of signs as a form of communication typically refers to Key Word Sign.

Early Stage 1: Creating written texts

Text features

Students:

- participate in creating texts with others
- use photographs, pictures, symbols to create texts
- select or match photographs, pictures, symbols or words to complete a text¹⁷³
- create a multimodal text to communicate an idea
- match photographs, pictures, symbols or words to recreate a familiar text.¹⁷⁴

Sentence-level grammar

Students:

- communicate an idea using a subject and a verb.¹⁷⁵

Punctuation

Students:

- match lower- and upper-case letters in some familiar words.¹⁷⁶

Word-level language

Students:

- identify a person, animal or place when given a noun¹⁷⁷
- identify an action when given a verb¹⁷⁸
- identify a person, animal or place when asked who, what or where
- identify a verb when asked what the action is.

Planning and revising

Students:

- identify people, places or events that they would like to create a text about
- match or select photographs, pictures, symbols or words to complete a text.

Examples

¹⁷³ Selects a symbol to complete a sentence.

¹⁷⁴ Matches photographs to retell part of a story.

¹⁷⁵ Uses photographs, pictures, symbols or words to describe a cat sitting.

¹⁷⁶ Matches letters of own name

¹⁷⁷ Points to a picture of a dog when asked for 'dog'.

¹⁷⁸ Points to a picture of swimming when asked for 'swim'.

Early Stage 1: Spelling

Students:

- match letters in own name
- sequence letters in own name
- recognise words that start with the same phonemes¹⁷⁹
- respond to words that start with different phonemes¹⁸⁰
- identify letters in known words through gesturing, pointing, matching or naming.

Early Stage 1: Handwriting

Students:

- make an intentional mark on a page or digital device
- use sponges/paints to form strokes on paper
- form moulding clay or dough to letter templates
- trace letter templates using finger or stylus.

Early Stage 1: Understanding and responding to literature

Context

Students:

- identify or respond to images, sounds and objects around them
- match objects of references with images
- respond to informative text¹⁸¹
- engage with texts of personal significance.¹⁸²

Narrative

Students:

- identify key characters, places or events in a narrative through gesturing, pointing, matching, signing¹⁸³ or naming
- identify the beginning or end of a narrative¹⁸⁴
- respond to or join in refrains in narratives.¹⁸⁵

Examples

¹⁷⁹ Matches words with photographs or pictures starting with 's'.

¹⁸⁰ Recognises the 'odd one out' through gesturing, pointing, Key Word Sign or naming.

¹⁸¹ Puts hat in the box labelled with a picture of hats.

¹⁸² Identifies or selects a photograph to show what they have done that day.

¹⁸³ The use of signs as a form of communication typically refers to Key Word Sign.

¹⁸⁴ Indicates, says or signs using Key Word Sign 'the end' when a story has finished.

¹⁸⁵ Presses a switch to copy or complete a refrain, joins in a refrain with others.

Character

Students:

- identify characters in texts through gesturing, pointing, matching, signing¹⁸⁶ or naming
- indicate personal feelings towards characters
- respond to images of characters from a text¹⁸⁷
- identify, match or locate characters by their appearance or personality.

Imagery, symbol and connotation

Students:

- respond to cues within a text¹⁸⁸
- respond to actions, images or sounds within a text.¹⁸⁹

Perspective

Students:

- respond to preferred texts¹⁹⁰
- choose which book to engage with.

Examples

¹⁸⁶ The use of signs as a form of communication typically refers to Key Word Sign.

¹⁸⁷ Presses a switch to make a barking sound when shown a photograph of a dog.

¹⁸⁸ Looks at visual elements of a text for enjoyment.

¹⁸⁹ Smiles, turns away, vocalises or uses body movement.

¹⁹⁰ Reaches for or vocalises when preferred book is shown.