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| **Reading** | | | | | | | | |
|  | **0.5** | **F** | **F.5** | **1** | **1.5** | **2** | **2.5** | **3** |
| **Concepts of print and screen** | explain the directionality of printed texts |  | read and view supportive print and digital texts in a phrased and fluent manner, using a range of information sources and text features to develop and sustain meaning | recall key ideas and recognise literal and implied meaning in texts |  |  |  |  |
| **Sentences and clause level grammar** | describe how word order in sentences is important for meaning, for example 'The boy sat on the dog', 'The dog sat on the boy' |  | identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances |  | identify nouns that represent people, places, things & ideas and can be, for example, common, proper, concrete or abstract  identify sentences that contain more than one idea | read texts that contain varied sentence structures |  | read texts that contain varied sentence structures, a range of punctuation conventions |
| **Alphabet knowledge / Letter and Sound Knowledge** | recognise the letters of the alphabet and identify lower and upper case | identify the letters of the English alphabet and use the sounds represented by most letters | identify and distinguish all uppercase and lowercase letters in the alphabet  recognise common sound-letter correspondences  recognise and use common vowel blends, for example ‘ae’ in cake, and consonant blends, for example ‘tr’ in train | use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning | recognise a wide range of letter/sound correspondences including some silent letters, vowel/consonant diagraphs & less common sound-letter combinations | read texts that contain some unfamiliar vocabulary, a significant number of high frequency sight words |  |  |
| **Visual language** | explain how print and images contribute to meaning in texts |  |  |  |  | read texts that contain images that provide additional information | identify the effect on audiences of a selection of visual techniques | read texts that contain images that provide additional information |
| **Features of literary texts** | identify some characteristic features of literary texts, for example beginnings and endings of traditional texts, cultural patterns of storytelling, for example ‘Once upon a time’, ‘A long, long time ago’, ‘Before the Dreamtime…’    retell the events in a text in sequence | understand that there are different types of texts and that these can have similar characteristics |  |  | discuss language used to describe characters and settings within and across texts and how these support meaning | understand how similar texts share characteristics by identifying text structures & language features used to describe characters, settings & events | identify & discuss the use of descriptive adjectives (‘in the middle of a vast, bare plain’) to establish setting & atmosphere & to draw readers into events that follow |  |
| **Language devices** |  | read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters |  | identify the language features, images and vocabulary used to describe characters and events |  |  |  | understand how language features, images & vocabulary choices are used for different effects |
| **Reading processes** | monitor meaning when reading by selecting from a range of information sources and text features (ACELY1649 Reading processes) | recall one or two events from texts with familiar topics | identify and describe words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) | read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images | use punctuation to support phrasing & fluency when reading aloud, eg recognition of capital letters to signal proper nouns & commas to separate items in lists  read less predictable texts in a phrased & fluent manner, using a range of information sources & text features to monitor meaning & self-correct | monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge  make connections between texts by comparing content | read and view an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting |  |
| **Purpose, audience & structures of different types of texts** |  |  | describe some differences between imaginative and informative texts | understand the different purposes of texts | identify and explain the typical text structures of a range of text types, eg simple narratives, instructions & expositions |  | become familiar with typical text structures & language features of various types of text, eg narratives, procedures, reports, reviews & expositions  identify an author’s purpose for writing a text, eg, to entertain, to inform, to persuade, & evaluate how well the text achieved its purpose | understand how content can be organised using different text structures depending on the purpose of the text |
| **Comprehension strategies** |  | use predicting and questioning strategies to make meaning from texts |  |  | use some comprehension strategies to build literal & inferred meaning, eg making connections between information in print & images or building on & using prior knowledge and vocabulary | identify literal and implied meaning, main ideas and supporting detail | comprehend & evaluate texts by, eg drawing on knowledge of the topic, subject-specific vocabulary & experience of texts on the same topic  make considered inferences taking into account, eg topic knowledge or a person’s likely actions & feelings  use text features & search tools to locate information in written & digital texts efficiently | identify literal and implied meaning connecting ideas in different parts of a text |
| **Expressing preferences & evaluating texts** |  | identify connections between texts and their personal experience |  | make connections to personal experience when explaining characters and main events in short texts |  |  | develop criteria for establishing personal preferences for literature | select information, ideas and events in texts that relate to their own lives and to other texts |

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| **Reading** | | | | | | | | |
|  | **F.5** | **1** | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** |
| **How texts reflect the context of culture & situation in which they are created** | read and view supportive print and digital texts in a phrased and fluent manner, using a range of information sources and text features to develop and sustain meaning | recall key ideas and recognise literal and implied meaning in texts |  |  |  |  |  |  |
| **Sentences and clause level grammar** | identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances |  | identify nouns that represent people, places, things & ideas and can be, for example, common, proper, concrete or abstract  identify sentences that contain more than one idea | read texts that contain varied sentence structures |  | read texts that contain varied sentence structures, a range of punctuation conventions |  |  |
| **Alphabet knowledge / Letter and Sound Knowledge** | identify and distinguish all uppercase and lowercase letters in the alphabet  recognise common sound-letter correspondences  recognise and use common vowel blends, for example ‘ae’ in cake, and consonant blends, for example ‘tr’ in train | use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning | recognise a wide range of letter/sound correspondences including some silent letters, vowel/consonant diagraphs & less common sound-letter combinations | read texts that contain some unfamiliar vocabulary, a significant number of high frequency sight words |  |  | identify & explain how adverb group/phrases & prepositional phrases provide details of the circumstances surrounding a happening or state |  |
| **Visual language** |  |  |  | read texts that contain images that provide additional information | identify the effect on audiences of a selection of visual techniques | read texts that contain images that provide additional information |  |  |
| **Features of literary texts** |  |  | discuss language used to describe characters and settings within and across texts and how these support meaning | understand how similar texts share characteristics by identifying text structures & language features used to describe characters, settings & events | identify & discuss the use of descriptive adjectives (‘in the middle of a vast, bare plain’) to establish setting & atmosphere & to draw readers into events that follow |  | recognise how authors and illustrators choose techniques to hold a readers’ attention and elicit an emotional response |  |
| **Language devices** |  | identify the language features, images and vocabulary used to describe characters and events |  |  |  | understand how language features, images & vocabulary choices are used for different effects | identify & explain a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns | language features, images and vocabulary are used to engage the interest of audiences |
| **Reading processes** | identify and describe words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) | read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images | use punctuation to support phrasing & fluency when reading aloud, eg recognition of capital letters to signal proper nouns & commas to separate items in lists  read less predictable texts in a phrased & fluent manner, using a range of information sources & text features to monitor meaning & self-correct | monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge  make connections between texts by comparing content | read and view an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting |  | monitor meaning, for example by note-taking and recording of key information from a range of texts |  |
| **Purpose, audience & structures of different types of texts** | describe some differences between imaginative and informative texts | understand the different purposes of texts | identify and explain the typical text structures of a range of text types, eg simple narratives, instructions & expositions |  | become familiar with typical text structures & language features of various types of text, eg narratives, procedures, reports, reviews & expositions  identify an author’s purpose for writing a text, eg, to entertain, to inform, to persuade, & evaluate how well the text achieved its purpose | understand how content can be organised using different text structures depending on the purpose of the text | read & view different types of texts, identifying how they vary in either complexity & technicality, depending on either the approach to the topic, the purpose & the intended audience | understand that texts have different structures depending on the purpose and audience  identify and explain characteristic text structures and language features used in a range of imaginative, informative and persuasive texts to meet the purpose of the text |
| **Comprehension strategies** |  |  | use some comprehension strategies to build literal & inferred meaning, eg making connections between information in print & images or building on & using prior knowledge and vocabulary | identify literal and implied meaning, main ideas and supporting detail | comprehend & evaluate texts by, eg drawing on knowledge of the topic, subject-specific vocabulary & experience of texts on the same topic  make considered inferences taking into account, eg topic knowledge or a person’s likely actions & feelings  use text features & search tools to locate information in written & digital texts efficiently | identify literal and implied meaning connecting ideas in different parts of a text | build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons’ motivations and intentions consider how this impacts on the audience | describe literal and implied meaning connecting ideas in different texts |
| **Expressing preferences & evaluating texts** |  | make connections to personal experience when explaining characters and main events in short texts |  |  | develop criteria for establishing personal preferences for literature | select information, ideas and events in texts that relate to their own lives and to other texts |  | express preferences for particular texts, and respond to others’ viewpoints |

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| **Reading** | | | | | | | | |
|  | **1.5** | **2** | **2.5** | **3** | **3.5** | **4** | **4.5** | **5** |
| **How texts reflect the context of culture & situation in which they are created** |  |  |  |  |  |  | describe how aspects of literary texts can convey information about cultural elements, such as beliefs, traditions & customs |  |
| **Sentences and clause level grammar** | identify nouns that represent people, places, things & ideas and can be, for example, common, proper, concrete or abstract  identify sentences that contain more than one idea | read texts that contain varied sentence structures |  | read texts that contain varied sentence structures, a range of punctuation conventions |  |  |  |  |
| **Alphabet knowledge / Letter and Sound Knowledge** | recognise a wide range of letter/sound correspondences including some silent letters, vowel/consonant diagraphs & less common sound-letter combinations | read texts that contain some unfamiliar vocabulary, a significant number of high frequency sight words |  |  | identify & explain how adverb group/phrases & prepositional phrases provide details of the circumstances surrounding a happening or state |  |  |  |
| **Visual language** |  | read texts that contain images that provide additional information | identify the effect on audiences of a selection of visual techniques | read texts that contain images that provide additional information |  |  |  |  |
| **Features of literary texts** | discuss language used to describe characters and settings within and across texts and how these support meaning | understand how similar texts share characteristics by identifying text structures & language features used to describe characters, settings & events | identify & discuss the use of descriptive adjectives (‘in the middle of a vast, bare plain’) to establish setting & atmosphere & to draw readers into events that follow |  | recognise how authors and illustrators choose techniques to hold a readers’ attention and elicit an emotional response |  |  | describe how events, characters and settings in texts are depicted and explain their own responses to them |
| **Language devices** |  |  |  | understand how language features, images & vocabulary choices are used for different effects | identify & explain a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns | language features, images and vocabulary are used to engage the interest of audiences |  | understand how language features, images and vocabulary influence interpretations of characters, settings and events |
| **Reading processes** | use punctuation to support phrasing & fluency when reading aloud, eg recognition of capital letters to signal proper nouns & commas to separate items in lists  read less predictable texts in a phrased & fluent manner, using a range of information sources & text features to monitor meaning & self-correct | monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge  make connections between texts by comparing content | read and view an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting |  | monitor meaning, for example by note-taking and recording of key information from a range of texts |  |  | students explain how text structures assist in understanding the text |
| **Purpose, audience & structures of different types of texts** | identify and explain the typical text structures of a range of text types, eg simple narratives, instructions & expositions |  | become familiar with typical text structures & language features of various types of text, eg narratives, procedures, reports, reviews & expositions  identify an author’s purpose for writing a text, eg, to entertain, to inform, to persuade, & evaluate how well the text achieved its purpose | understand how content can be organised using different text structures depending on the purpose of the text | read & view different types of texts, identifying how they vary in either complexity & technicality, depending on either the approach to the topic, the purpose & the intended audience | understand that texts have different structures depending on the purpose and audience  identify and explain characteristic text structures and language features used in a range of imaginative, informative and persuasive texts to meet the purpose of the text | identify the typical structures and language features of a range of text types for example narrative, procedure, exposition, explanation, discussion and informative |  |
| **Comprehension strategies** | use some comprehension strategies to build literal & inferred meaning, eg making connections between information in print & images or building on & using prior knowledge and vocabulary | identify literal and implied meaning, main ideas and supporting detail | comprehend & evaluate texts by, eg drawing on knowledge of the topic, subject-specific vocabulary & experience of texts on the same topic  make considered inferences taking into account, eg topic knowledge or a person’s likely actions & feelings  use text features & search tools to locate information in written & digital texts efficiently | identify literal and implied meaning connecting ideas in different parts of a text | build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons’ motivations and intentions consider how this impacts on the audience | describe literal and implied meaning connecting ideas in different texts | analyse, for example by making connections between ideas and information in and across texts to clarify understanding, and synthesise ideas and information from print and digital sources | analyse and explain literal and implied information from a variety of texts |
| **Expressing preferences & evaluating texts** |  |  | develop criteria for establishing personal preferences for literature | select information, ideas and events in texts that relate to their own lives and to other texts |  | express preferences for particular texts, and respond to others’ viewpoints |  |  |
| **Reading** | | | | | | | | |
|  | **2.5** | **3** | **3.5** | **4** | **4.5** | **5** | **5.5** | **6** |
| **How texts reflect the context of culture & situation in which they are created** |  |  |  |  | describe how aspects of literary texts can convey information about cultural elements, such as beliefs, traditions & customs |  |  |  |
| **Sentences and clause level grammar** |  | read texts that contain varied sentence structures, a range of punctuation conventions |  |  |  |  |  |  |
| **Alphabet knowledge / Letter and Sound Knowledge** |  |  | identify & explain how adverb group/phrases & prepositional phrases provide details of the circumstances surrounding a happening or state |  |  |  |  |  |
| **Visual language** | identify the effect on audiences of a selection of visual techniques | read texts that contain images that provide additional information |  |  |  |  |  |  |
| **Features of literary texts** | identify & discuss the use of descriptive adjectives (‘in the middle of a vast, bare plain’) to establish setting & atmosphere & to draw readers into events that follow |  | recognise how authors and illustrators choose techniques to hold a readers’ attention and elicit an emotional response |  |  | describe how events, characters and settings in texts are depicted and explain their own responses to them |  |  |
| **Language devices** |  | understand how language features, images & vocabulary choices are used for different effects | identify & explain a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns | language features, images and vocabulary are used to engage the interest of audiences |  | understand how language features, images and vocabulary influence interpretations of characters, settings and events |  |  |
| **Reading processes** | read & view an increasing range of different types of texts by combining contextual, semantic, grammatical & phonic knowledge, using text processing strategies, eg monitoring, predicting, confirming, rereading, reading on & self-correcting |  | monitor meaning, for example by note-taking and recording of key information from a range of texts |  |  | students explain how text structures assist in understanding the text |  |  |
| **Purpose, audience & structures of different types of texts** | become familiar with typical text structures & language features of various types of text, eg narratives, procedures, reports, reviews & expositions  identify an author’s purpose for writing a text, eg, to entertain, to inform, to persuade, & evaluate how well the text achieved its purpose | understand how content can be organised using different text structures depending on the purpose of the text | read & view different types of texts, identifying how they vary in either complexity & technicality, depending on either the approach to the topic, the purpose & the intended audience | understand that texts have different structures depending on the purpose & audience  identify & explain characteristic text structures & language features used in a range of imaginative, informative & persuasive texts to meet the purpose of the text | identify the typical structures and language features of a range of text types for example narrative, procedure, exposition, explanation, discussion and informative |  | compare the structures and features of different texts with a similar purpose |  |
| **Comprehension strategies** | comprehend & evaluate texts by, eg drawing on knowledge of the topic, subject-specific vocabulary & experience of texts on the same topic  make considered inferences taking into account, eg topic knowledge or a person’s likely actions & feelings  use text features & search tools to locate information in written & digital texts efficiently | identify literal and implied meaning connecting ideas in different parts of a text | build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons’ motivations and intentions consider how this impacts on the audience | describe literal and implied meaning connecting ideas in different texts | analyse, for example by making connections between ideas and information in and across texts to clarify understanding, and synthesise ideas and information from print and digital sources | analyse and explain literal and implied information from a variety of texts | use of a variety of comprehension strategies to interpret and analyse information and ideas; for example, reviewing, summarising, asking questions or predicting |  |
| **Expressing preferences & evaluating texts** | develop criteria for establishing personal preferences for literature | select information, ideas and events in texts that relate to their own lives and to other texts |  | express preferences for particular texts, and respond to others’ viewpoints |  |  | identify & explain how language choices are used to influence personal responses to texts, eg modality can be used to opened up degrees of possibility through the use of a selection of modal verbs, adverbs, adjectives & nouns |  |
| **Personal responses to the ideas, characters and viewpoints in texts** |  |  |  |  |  |  | analyse the similarities or differences in literary texts on similar topics, themes or plots, for example, the use of a first-person or third-person narrator |  |
| **Analysing and evaluating texts** |  |  |  |  |  |  | identify & analyse strategies authors use language to influence the reader |  |

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| **Reading** | | | | | | | | |
|  | **3.5** | **4** | **4.5** | **5** | **5.5** | **6** | **6.5** | **7** |
| **How texts reflect the context of culture & situation in which they are created** |  |  | describe how aspects of literary texts can convey information about cultural elements, such as beliefs, traditions & customs |  |  |  |  |  |
| **Sentences and clause level grammar** |  |  |  |  |  |  |  |  |
| **Alphabet knowledge / Letter and Sound Knowledge** | identify & explain how adverb group/phrases & prepositional phrases provide details of the circumstances surrounding a happening or state |  |  |  |  |  |  |  |
| **Visual language** |  |  |  |  |  |  |  |  |
| **Features of literary texts** | recognise how authors and illustrators choose techniques to hold a readers’ attention and elicit an emotional response |  |  | describe how events, characters and settings in texts are depicted and explain their own responses to them |  |  |  |  |
| **Language devices** | identify & explain a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns | language features, images and vocabulary are used to engage the interest of audiences |  | understand how language features, images and vocabulary influence interpretations of characters, settings and events |  |  |  |  |
| **Reading processes** | monitor meaning, for example by note-taking and recording of key information from a range of texts |  |  | students explain how text structures assist in understanding the text |  |  |  |  |
| **Purpose, audience & structures of different types of texts** | read & view different types of texts, identifying how they vary in either complexity & technicality, depending on either the approach to the topic, the purpose & the intended audience | understand that texts have different structures depending on the purpose and audience  identify and explain characteristic text structures and language features used in a range of imaginative, informative and persuasive texts to meet the purpose of the text | identify the typical structures and language features of a range of text types for example narrative, procedure, exposition, explanation, discussion and informative |  |  |  |  |  |
| **Comprehension strategies** | build literal and inferred meaning to analyse and evaluate texts, for example make inferences about a persons’ motivations and intentions consider how this impacts on the audience | describe literal and implied meaning connecting ideas in different texts | analyse, for example by making connections between ideas and information in and across texts to clarify understanding, and synthesise ideas and information from print and digital sources | analyse and explain literal and implied information from a variety of texts |  |  |  |  |
| **Expressing preferences & evaluating texts** |  | express preferences for particular texts, and respond to others’ viewpoints |  |  |  |  |  |  |