NSW GOVERNMENT Education & Communities

prior to school · end of Kindergarten · end of Year 1 · end of Year 2 · end of Year 3 · end of Year 4 · end of Year 5 · end of Year 6

	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Cluster 5	Cluster 6	Cluster 7	Cluster 8	Cluster 9	Cluster 10	Cluster 11	Cluster 12
Reading texts involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Recognises own name. • Engages in shared reading of familiar texts with repeated language patterns. • Spends time looking at books and other print material. • Tells a story based on pictures or names pictures. • Attempts to read words in the environment, e.g. billboards, signs.	▸ Reads one or two words in environmental print/texts. ▸ Reads some words in a sentence correctly. ▸ Holds a book the right way up. ▸ Differentiates between writing and pictures. • Points to words using one-to-one correspondence when 'reading'. • Reads some high frequency words correctly in simple, predictable texts, e.g. my, I. • Begins to read with fluency and rhythm when text and image placement are consistent.	▸ Reads one or more sentences correctly in environmental print/texts. ▸ Reads one or more sentences correctly in a simple book. • Uses context to predict meaning in texts and supplement decoding attempts. • Reads words using known letter/sound relationships. • Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support. • Begins to develop fluency and understanding by revisiting familiar texts.	▸ Reads all or most of a more challenging story book. • Maintains fluency when reading texts with varied and irregular text and image placement. • Pauses or hesitates when meaning is disrupted when reading. • Reads aloud with increasingly appropriate pitch, intonation and fluency (RR level 5–8).	• Reads texts with varied sentence patterns and several lines of text per page. • Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts. • Recognises when meaning is disrupted and attempts to self-correct when reading. • Reads fluently and accurately with attention to punctuation.	• Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways. • Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on. • Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16–18).	• Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning. • Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way. • Knows that literary, factual and screen texts need to be 'read' in differing ways. • Responds to punctuation and adjusts expression to enhance meaning when reading aloud.	• Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. • Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). • Reads texts in different ways to meet a range of reading purposes. • Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.	• Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. • Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts. • Selects and uses the most effective word identification strategy to maintain fluency and meaning. • Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information. • Uses screen navigation features when reading and viewing Internet texts.	• Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary. • Adjusts rate of reading to suit text complexity and reading purpose. • Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification, analogy. • Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts. • Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose.	• Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days. • Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing. • Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information. • Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose. • Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.	• Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning. • Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material. • Reads more demanding subject texts that have increasing levels of technicality and abstraction. • Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy. • Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts.
Comprehension involves responding to, interpreting, analysing and evaluating texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Responds to stories read aloud/viewed by connecting information and events to personal experiences. • Retells some events in familiar stories.	▸ Gives a sequenced retell of a story when prompted. ▸ Recalls some details from illustrations in a story book. ▸ Predicts a plausible next event in a story. • Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion. • Talks about information in factual texts.	▸ Begins to understand inferred meaning. ▸ Gives an unprompted sequenced retell of a story that includes the beginning, middle and end. ▸ Recalls many details from illustrations in a story book. • Builds meaning in factual texts by using illustrations.	▸ Interprets meaning by answering an inferential question correctly. • Responds to overall meaning in literary and factual texts by talking about the central themes. • Constructs meaning from texts by making connections between print, illustrations and diagrams. • Analyses and evaluates a character's actions or events in a story through discussion. • Builds understandings of a topic by identifying key facts in texts in print and on screen.	• Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character. • Builds understanding by interpreting and discussing inferred meanings. • Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.	• Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution. • Builds understanding of how media texts can be interpreted. • Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites. • Analyses and evaluates a character's actions/motives in a story.	• Responds to texts by referring to prior experiences. • Responds to and analyses a text by discussing a point of view presented in the text. • Analyses and evaluates how visual images support print to create meaning in texts. • Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.	• Refers to prior knowledge and experiences to build understanding of a text. • Justifies predictions about sections of a text. • Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information. • Draws conclusions by using clues in a text. • Identifies more than one perspective or point of view when represented in texts. • Articulates the main idea and provides a synthesised retell that captures key events in texts. • Creates mental images to capture ideas in texts.	• Builds understanding during reading by discussing possible consequences of actions and events. • Interprets texts by recognising and discussing the difference between literal and inferred meaning in relation to information, characteristics, events. • Builds understanding about the meaning of a text by actively seeking information from different parts of a text. • Shows an awareness through discussion that texts can present different perspectives. • Analyses the ways ideas and information are presented by making comparisons between texts. • Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text. • Analyses a text by discussing visual, aural and written techniques used in the text. • Builds understanding about the meaning of a text by identifying and discussing text organisation and features, e.g. cohesive links.	• Interprets text by inferring connections, causes and consequences during reading. • Responds to and interprets texts by discussing the differences between literal and inferred meanings. • Interprets the meaning of a text by seeking further information in other sections of a text or in different texts. • Identifies ways texts present different perspectives. • Evaluates text accuracy and credibility by comparing texts on a similar topic. • Analyses and evaluates the relative importance of key ideas and information in a text to construct an overview. • Responds to and analyses texts by discussing the ways language structures and features shape meaning. • Responds to and interprets texts by integrating sources of information in texts.	• Analyses and evaluates the ways that inference is used in a text to build understanding. • Re-examines sections of texts for evidence to support interpretations and opinions. • Evaluates a personal interpretation of a text by critically re-examining evidence within the text. • Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text. • Analyses texts to explain and compare how audience, purpose and context influence texts. • Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented. • Analyses and responds to language and grammatical techniques used to influence an audience. • Analyses and compares how information and ideas are presented in a range of texts on the one topic.	• Interprets and critically analyses texts by responding to inferred meaning within a text and justifying interpretations using evidence. • Reinterprets ideas and issues by creating innovative personal responses to ideas and issues in literary texts through oral, dramatic, written and multimodal presentations. • Critically analyses a wide range of imaginative, informative and persuasive texts in different forms to compare how ideas are presented. • Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views and values are presented. • Interprets texts by identifying and discussing multiple purposes within the same text. • Interprets and analyses several different texts on one topic to present a summary of information and ideas that show an understanding of the topic. • Analyses texts to compare how language structures and features are used to position readers and viewers. • Analyses and evaluates how written information and visual images shape meaning by comparing texts on the same topic.
Vocabulary knowledge involves understanding the meaning of spoken and written words and using words to create and understand texts. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Knows and uses a range of everyday words, e.g. colours, familiar objects, places, names of family members. • Knows and uses some subject-specific words in areas of interest, e.g. animals, games. • Shows curiosity about words and their meaning.	• Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big, little. • Names some basic parts of a computer, e.g. screen, keyboard, mouse, space bar. • Asks questions to find out meanings of unfamiliar words.	• Begins to expand the vocabulary used to describe everyday events and experiences. • Begins to use topic words when speaking and writing. • Identifies unfamiliar words and attempts to use experience and context to work out word meanings.	• Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking. • Develops beginning understandings about word families and uses these understandings when reading and writing. • Uses grammar and context of a text to work out the meaning of an unfamiliar word.	• Uses knowledge and understanding of topic words when reading, writing and speaking. • Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page. • Demonstrates awareness that some words have multiple meanings when reading, writing and speaking. • Understands that changing words in a text can alter the meaning.	• Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing. • Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform. • Applies knowledge of base words to build word families, e.g. move, moving, remove. • Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc.	• Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. • Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia. • Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words. • Uses a simple dictionary to check word meanings.	• Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere. • Draws on topic/content knowledge to assist in working out the meaning of unknown words. • Understands relevant vocabulary associated with electronic texts. • Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms. • Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.	• Uses synonyms for a range of common words. • Uses simple content specific vocabulary in appropriate ways when creating texts. • Uses relevant vocabulary associated with digital technology and electronic texts. • Understands how prefixes and suffixes change word meanings.	• Demonstrates understanding that words can have different meanings in different contexts. • Demonstrates expanded content vocabulary by drawing on a combination of known and new topic knowledge. • Shows awareness that there are a number of ways to work out the meaning of unknown words. • Finds the meaning of unknown/unfamiliar words in reference sources, e.g. dictionaries, thesauruses.	• Makes effective word choices in response to purpose and audience when creating texts. • Demonstrates understanding of new words for new concepts. • Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words. • Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing.	• Uses new words for known concepts, e.g. blissful for happy. • Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics. • Accurately uses the vocabulary associated with digital technology and electronic texts. • Draws on knowledge of word origins to work out meaning of new words.
Aspects of writing involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	▸ Engages in writing-like behaviour using scribble or strings of letters. • Attempts to write own name, e.g. one or two letters, scribble. • Holds a pencil or crayon effectively to draw and scribble.	▸ Clear attempt to write name (may not be correct spelling). ▸ Writes at least one recognisable word (may not be spelled correctly) related to a story book read to them or a picture they have drawn. ▸ 'Writes' from left to right and leaves spaces between words. • Attempts to form some letters. • Talks about intended 'writing' before attempting to 'write'. • Talks about own writing and drawing. • Experiments with computer mouse and keyboard.	▸ Writes first name correctly. ▸ Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation. • Draws on both personal and imaginary experiences to 'write' texts. • Shows understanding that their 'writing' conveys meaning. • Vocalises words to approximate spelling. • Begins to develop a simple writing vocabulary, including some high frequency words and words of personal significance. • Uses simple noun groups and adverbial phrases when writing. • Begins to demonstrate understanding of pencil grip, paper placement and posture. • Experiments with creating simple texts on the computer.	▸ Writes one or more simple sentences; some words spelled correctly, most letters formed correctly and evidence of sentence punctuation. • Writes to express one or two ideas. • Reads own text aloud to check that it makes sense to others. • Talks about the audience and purpose for texts being written. • Attempts to spell high frequency words that have been taught. • Produces some compound sentences using conjunctions to join ideas. • Uses simple pronoun references. • Forms most letters correctly. • Uses correct pencil grip, paper placement, posture and knows how to self-correct. • With support, uses computer software programs to create simple texts.	• Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text. • Engages in the joint production of texts using a variety of mediums, e.g. podcasts, digital stories. • Draws on personal experiences and topic knowledge to create texts of about 4–5 sentences for a range of purposes. • Rereads own text to clarify meaning and make some changes to the text. • Uses sentence punctuation and some simple punctuation. • Accurately writes simple and compound sentences. • Uses a range of adjectives to provide more information about nouns. • Writes lower/upper case letters of consistent size and formation in NSW Foundation Style.	• Creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences. • Begins to use text features such as headings and paragraphs to organise information. • Demonstrates elementary proof-reading and editing, e.g. circles a word that does not look right. • Accurately spells an increasing number of high frequency and topic words. • Uses simple punctuation, e.g. full stops, exclamation marks and question marks. • Writes a sequence of thoughts and ideas. • Experiments with using some complex sentences to enhance writing. • Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly. • Uses computer functions to edit texts.	• Plans texts by making notes, drawing diagrams, planning sequence of events or information, etc. • States purpose and intended audience before creating texts. • Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns. • Applies spelling generalisations when writing. • Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation. • Writes short, connected and sequenced texts to narrate events or convey information. • Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement. • Uses a computer to produce texts with graphics.	• Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences. • Experiments with producing/publishing texts using an increasing range of mediums and modes. • Writing shows evidence of revision, editing and proof-reading. • Writes for a wider range of purposes, including to explain and to express an opinion. • Demonstrates a range of spelling strategies to spell unfamiliar words. • Uses quotation marks for direct speech and commas in lists. • Produces a range of grammatically accurate sentences. • Fluently writes letters of consistent size and formation in NSW Foundation Style.	• Constructs well-sequenced imaginative, informative and persuasive texts using language appropriate to purpose and audience. • Plans and organises ideas using headings, graphic organisers, questions and mind maps. • Rereads texts during and after writing to check accuracy, consistency of meaning and fitness for purpose. • Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic. • Uses a variety of spelling strategies to spell high frequency words correctly. • Uses simple word processing functions such as spell check, grammar check. • Chooses verbs, adverbials, nouns and adjectivals to express specific ideas and details. • Uses joined letters of consistent size. • Experiments with creating simple multimodal texts using digital text creation programs.	• Draws ideas from personal experiences, other texts and research to create imaginative, informative and persuasive texts for different audiences. • Shows awareness of the need to justify opinions with supporting evidence. • Locates resources and accesses information when planning. • Rereads and revises text to check and improve meaning, deleting unnecessary information or adding new information. • Creates meaningful sentences using a variety of sentence beginnings, including adverbial and adjectival clauses to create complex sentences. • Uses sentence and simple punctuation correctly. • Uses morphemic, visual, phonic knowledge and knowledge of prefixes and suffixes to spell and edit words. • Uses grammatical features such as pronouns, conjunctions and connectives to accurately link ideas and information. • Consolidates handwriting that is consistent in form.	• Writes coherent, structured texts for a range of purposes and contexts. • Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts. • Shows awareness of accurately acknowledging sources in relevant texts. • Refines writing in response to feedback. • Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive, and colloquial. • Uses topic sentences and appropriately organises main and subordinate ideas. • Experiments with using complex punctuation to engage the reader and achieve purpose. • Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words. • Writes fluently with appropriate size, slope and spacing. • Uses word processing programs confidently and accurately, integrating various functions. • Plans and designs more complex multimodal texts.	• Writes sustained texts for a wide range of purposes. • Makes choices about the type and form of texts, including combinations of forms and types, to suit purpose and audience. • Creates well planned, extended texts that include more complex and detailed subject matter and language features such as nominalisation. • Critically reflects on effectiveness of own/others' writing and seeks and responds to feedback from others. • Selects some sophisticated and subtle language features, literary devices (e.g. irony, humour) and grammatical features (e.g. modality) to engage and influence an audience. • Makes sentence level choices (e.g. short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings and dependent clauses. • Uses a range of punctuation to enhance meaning and clarity, including the use of brackets to enclose additional information, quotation marks and commas to indicate clauses. • Integrates a range of spelling strategies and conventions to accurately spell most words, including words of many syllables. • Uses visuals to extend or clarify meaning, selects from a range of media and experiments creatively with the production of multimodal texts for audience impact.
Aspects of speaking involves using oral language to communicate with others in a range of contexts, and listening actively and attentively when interacting with others. While listening when 'interacting orally' with others is represented in this aspect, it is also an essential component in a number of other aspects. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Listens and responds to simple oral questions, instructions and requests. • Engages in simple conversations with peers and known adults. • Recounts personal experiences to peers and known adults, e.g. visit to the zoo. • Says some words correctly, speech is becoming fluent.	▸ Names a favourite character from a story that has been read. ▸ Shows some changes to pace and volume for emphasis when speaking. ▸ Uses simple sentences/phrases when speaking. • Talks to peers and known adults about personal experiences. • Listens to and accurately relays simple messages. • Participates in whole class discussions. • Articulates most speech sounds (exceptions could be: /l/, /sh/, /z/, /r/, /v/, /th/).	▸ Provides a simple justification for an opinion about a favourite character from a story that has been read. ▸ Uses some extended sentences when speaking. ▸ Consistently speaks in an audible, clear and confident way. ▸ Uses pace and volume for emphasis when speaking. • Listens and responds to literary and factual texts read and viewed. • Begins to use active listening and turn-taking when engaging in more extended conversations and discussions with peers and known adults. • Contributes ideas in small group and whole class discussions.	▸ Provides a detailed justification for an opinion about a favourite character from a story that has been read. • Asks relevant questions using correct word order and intonation. • Makes brief oral presentations to the class. • Begins to adjust register to suit audience and situation. • Views and listens to gain information for a specific purpose. • Contributes to structured group or pair activities involving discussion about familiar texts/topics. • Articulates most speech sounds (exceptions could be: /r/, /v/, /th/).	• Provides elaboration to questions seeking further information. • Recounts events and experiences in logical sequence. • Consistently makes relevant contributions to class discussions and asks questions to clarify meaning. • Uses register and tone according to purpose and audience. • Listens and responds to instructions, information and peer opinions. • Uses interactive skills to show respect for the contributions of others during discussions.	• Expresses a point of view with supporting information about an expanding range of texts/topics. • Speaks clearly and confidently in a variety of informal situations to a known/familiar audience. • Plans and presents a brief oral presentation about a topic to a familiar audience. • Adjusts register, tone and volume appropriate to situation. • Demonstrates attentive listening across a range of school contexts, e.g. assemblies, performances.	• Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others. • Plans and delivers short oral presentations on familiar topics for audiences beyond the immediate classroom, e.g. report or message. • Automatically adjusts speech to suit different audiences, purposes and situations. • Demonstrates attentive listening and viewing for extended periods of time. • Stays on task and participates effectively in longer class and group discussions.	• Expresses more detailed ideas and justifies a point of view about familiar texts/topics. • Automatically adjusts speech to suit familiar audiences, purposes and situations. • Communicates confidently with a range of less familiar audiences for a wider variety of purposes. • Contributes to collaborative group problem solving to complete a task by questioning, listening and responding to the ideas of others and making suggestions. • Listens and understands a series of instructions related to a task and successfully completes the task.	• Plans and delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom, e.g. assembly presentations. • Enhances presentations by using some basic oral presentation strategies such as using notes as prompts, volume and change in emphasis. • Discusses the features of different spoken texts, e.g. formal versus informal interactions; persuasive versus informative. • Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning. • Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others. • Uses group discussion protocols, e.g. turn taking.	• Provides detail and supporting evidence in a logical manner when speaking about opinions and ideas. • Engages an audience when making oral presentations by using strategies such as facial expression, gesture, pause and repetition. • Adjusts language used for a similar purpose but different, less familiar audiences, e.g. recount of same event to peer/teacher/principal, code-switching. • Listens attentively and responds appropriately to spoken and multimodal texts that include unfamiliar ideas and information.	• Appropriately questions the viewer idea put forward, and expresses disagreement with sensitivity to the perspective of others. • Uses multimedia to enhance meaning when communicating ideas and information to others. • Discusses the use of different registers for different purposes, audiences and contexts. • Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates. • Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication.	• Effectively sustains a point of view throughout a discussion or debate, drawing on a range of sources to provide justification. • Analyses, synthesises and evaluates the views and reasons put forward by others. • Plans, rehearses and makes adjustments to oral presentations for specific purposes and audiences. • Refines and expands active listening strategies to include strategies such as challenging others' ideas, providing feedback and support for others. • Listens attentively to more lengthy and challenging spoken and multimodal texts to gather and evaluate key information.
Phonics involves making the connection between sounds and letters when reading and spelling. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	▸ Identifies one letter that is the same in two words. • Identifies some letter names, e.g. first letter of own name.	• Identifies two or more letters that are the same in words. • Identifies some letters that are the same in more than one context. ▸ Names some letters in a given word. • Says one of the sounds for letters in a given word. • Writes approximate letters for some sounds.	• Identifies all letters that are the same in more than one context. ▸ Names most letters in a given word. ▸ Says some of the sounds for letters in a given word. • Blends up to three sounds in words when reading. • Writes letters to correspond with single letter sounds.	▸ Names all letters in a word. ▸ Says most sounds in a given word. • Spells unknown words phonetically with most letters in the correct sequence. • Recognises, says and writes names and common sounds of alphabet.	• Blends initial consonants with common vowel patterns or word families. • Attempts to read more complex words using letter/sound knowledge. • Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words.	• Segments sounds in consonant clusters to spell unfamiliar words. • Uses familiar words and letter clusters to decode words when reading.	• Recognises that common suffixes in words can have different sounds, e.g. *wanted, talked.* • Understands that sounds can be represented in various ways when spelling words, e.g. *meet, meat.*	• Knows common sounds for vowel digraphs and uses syllabification when reading/spelling. • Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/spelling.				
Phonemic awareness involves hearing and manipulating sounds in spoken language. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Repeats familiar rhyming verses, chants and jingles. • Notices that some words rhyme in verses, chants and jingles. • Beginning to identify words that start with the same initial sound.	▸ Identifies rhyming words on some occasions. ▸ Identifies words that start with the same initial sound on some occasions. • Says the word when teacher models onset/rime, e.g. teacher says *mmmm/at,* child says *mat.* • Segments spoken multisyllabic words into syllables, e.g. *ba/na/na* when clapping.	▸ Consistently identifies words that rhyme. ▸ Consistently identifies words that start with the same initial sound. • Provides a word starting with a given sound. • Orally blends two and three sounds to make a word. • Segments words orally into onset and rime, e.g. *t-ent.* • Segments one-syllable words (up to three sounds) into separate sounds.	▸ Says the new word when asked to delete one phoneme (phoneme deletion). • Says the new word by adding a phoneme to an existing word (phoneme addition).	• Says the new word when one phoneme is substituted for another (phoneme substitution).	• Manipulates phonemes (add, delete and swap) to generate new words, e.g. swap the /p/ in *spin* with /k/.						
Concepts about print involves understanding and using conventions and concepts about print. 'Texts' include oral, aural, written, visual, electronic and multimodal texts.	• Shows beginning awareness that print relates to spoken language. • Identifies writing in a picture or poster. • Recognises the meaning of some letters and symbols, e.g. common logos, street signs. • Knows how to handle books, e.g. turns pages, looks at detail in pictures. • Shows awareness that print and images are different (in print and on screen). • Shows beginning awareness of reading from left to right. • Is learning to point to the first word to read a sentence or story.	▸ Identifies one or more capital letters when prompted. ▸ Names a full stop. ▸ Identifies a word in print. ▸ Identifies a letter in print. ▸ Indicates left to right. ▸ Points to the first word to read. ▸ Indicates return sweep to left at the end of a line of text. • Identifies a letter on a keyboard. • Knows the difference between letters and numerals. • Understands that print conveys meaning. • 'Reads' storybooks beginning at the front and finishing at the back of the book.	▸ Names a full stop and knows its purpose. • Identifies a capital letter. • Identifies the first letter in a word. • Identifies the last letter in a word. • Reads left page before right. • Understands that words and the spaces between words contribute to meaning. • Shows awareness of beginning screen management skills, e.g. scrolling.	▸ Identifies a number of capital letters. • Uses capital letters for names. • Identifies a sentence. • Understands that words are read the same way each time. • Identifies simple screen functionality, e.g. buttons, menus.	• Understands that punctuation and capital letters support meaning.						

Literacy continuum K–6

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- Markers within clusters describe expected student literacy progress at key points in time.
- ▸ Markers assessed in the Best Start Kindergarten Literacy Assessment are indicated by arrows.