English scope and sequence – Foundation Level A to Level 2 achievement standards (by language mode)

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| Language mode: Speaking and Listening | | | | | | |
| When interacting with others, students use their preferred communication modality to express immediate needs. They briefly engage in shared attention and use their preferred communication modality to attract attention or continue an action.  They use their preferred communication modality to demonstrate preferences through the acceptance or rejection of familiar objects or activities. | When interacting with others, students communicate using their preferred communication modality. They can reliably accept or reject objects, actions or events.  Students attend and respond to interactions consistently. They use single objects, gestures, symbols or words to express ideas related to their immediate environment. | When interacting with others, students initiate and respond to communication using learnt vocabulary to express ideas and describe activities or experiences. Using their preferred communication modality, students use interaction skills, such as attending and responding, using short phrases to express ideas.  They use short phrases to request, accept or reject objects, actions or events, using their preferred communication modality. | When interacting with others, students initiate and sustain interactions, responding using learnt vocabulary and phrasing, using their preferred communication modality.  They use phrases to communicate interests, preferences and ideas.  When communicating to an audience in familiar or structured situations, students present an idea or retell a story or event, using phrases to express ideas. | When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts.  They share thoughts and preferences.  When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice. | When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills.  They explore language to express preferences and opinions.  When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice. | When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas.  They explore the language of appreciation and provide reasons for preferences.  When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice. |
| Language mode: Reading and Viewing | | | | | | |
| When listening to and/or viewing print and digital texts, students engage with a range of different types of texts and respond by attending to and exploring images, sounds and/or sensory experiences related to texts.  They demonstrate interest in texts and engage for brief periods when having a book or other text read to them.  They respond to letters and their sounds, and to vocabulary used in reference to objects and activities that are familiar or of personal interest. | When listening to and/or viewing print and digital texts, students engage with a range of different types of texts and identify an event in a story.  They recognise familiar images, letters and words in their environment.  When demonstrating understanding of texts, students use their preferred communication modality to communicate single ideas or concepts without elaboration or detail.  Students identify how text is organised for navigation by using features of a text, such as the appropriate orientation and turning pages. | When listening to and/or viewing print and digital texts, students engage with a range of different types of texts, and identify and comment on events and characters in a story.  They recognise and name familiar images, some letters and their sounds, and words in a variety of situations and contexts at school.  When demonstrating understanding of texts, students respond to simple questions by using their preferred communication modality to express ideas or comment without elaboration or detail.  Students identify how text is organised for navigation by turning one page at a time and differentiating between words and images in print. | When listening to and/or viewing a range of print and digital text types, students recognise, comment on and share feelings about settings, characters and events.  They replicate rhythms and sounds patterns, blend and segment one-syllable words, read some consonant-vowel-consonant (CVC) words and decode a small number of familiar words. They demonstrate knowledge of some phoneme–grapheme correspondences.  When demonstrating understanding of texts, students use comprehension strategies, such as connecting, predicting and questioning. They identify that images, letters, sounds and words contribute to meaning.  Students identify how types of text, in print, digital and multimodal format, are organised for purpose and navigation. They demonstrate knowledge of key elements of the sequence and structure of a text. | When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.  When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.  They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning. | When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.  When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts. | When reading and viewing, students engage with a range of different types of texts for meaning.  They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.  They read some unfamiliar words and most high-frequency words.  When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts.  They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts. |
| Language mode: Writing | | | | | | |
| When creating texts, students demonstrate short periods of shared attention and participate in the joint construction of text.  They manipulate a range of tools to make marks. | When co-creating and sharing short texts, students recount ideas by identifying an image, character or event in a preferred or known text.  Students express ideas using their preferred communication modality.  They participate in writing by intentionally making marks and repeating movements using writing tools and materials. | When co-creating and sharing short texts, students retell ideas by sequencing images.  Students express ideas using their preferred communication modality.  They participate in writing by using writing tools and materials to create letter-like symbols. | When creating and sharing short texts, students retell stories and report information using familiar symbols, letters and words.  They participate in shared editing processes, applying knowledge of capital letters and spacing between words.  They identify and select symbols, signs and letters to create a text. They independently form some letters, and group clusters of marks or letters that are separated by spaces to make words that convey meaning.  They use some phoneme–grapheme correspondences and form some familiar words.  They create images that represent ideas and show features that are understood by others. | When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes.  They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning.  They form letters and spell most consonant-vowel-consonant (CVC) words. | When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits.  They select learning area or topic-specific vocabulary.  They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation. | When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement.  They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links.  They begin to make deliberate choices when applying learnt vocabulary.  They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns. |