English scope and sequence – Foundation Level A to Level 2 content descriptions (by strand)

Strand: Language

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| Sub-strand: Language for interacting with others |
| *Students learn to:* |
|  |  |  | use phrases to communicate with others at school, appropriate to their relationshipsVC2EFDLA01 | explore how language is used differently at home and school depending on the relationships between peopleVC2EFLA01 | explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commandsVC2E1LA01 | explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactionsVC2E2LA01 |
| use their preferred communication modality to accept or reject an object, action or activityVC2EFALA01 | use their preferred communication modality to indicate a preferenceVC2EFBLA01 | use short phrases to request, accept or reject an object, action or event VC2EFCLA01 | use phrases to communicate preferences, likes and dislikesVC2EFDLA02 | explore different ways of using language to express preferences, likes and dislikesVC2EFLA02 | explore language to provide reasons for likes, dislikes and preferencesVC2E1LA02 | explore how language can be used for appreciating texts and providing reasons for preferencesVC2E2LA02 |
| **Sub-strand: Text structure and organisation** |
| *Students learn to:* |
|  |  |  | recognise that texts can take different formsVC2EFDLA03 | understand that texts can take many forms, such as signs, books and digital textsVC2EFLA03 | explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explainVC2E1LA03 | identify how different types of texts across the curriculum are organised differently and use language features depending on purposesVC2E2LA03 |
|  |  |  |  |  | explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songsVC2E1LA04 | understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferredVC2E2LA04 |
| attend to images in print and digital textsVC2EFALA02 | turn pages and identify the appropriate orientation of print and digital textsVC2EFBLA02 | turn one page at a time and differentiate between words and images in print and digital textsVC2EFCLA02 | identify the front and back cover of a book, left to right directionality and return sweep of print; recognise that words are separate to picturesVC2EFDLA04 | understand concepts about print in print and digital texts, including how books and simple digital texts are usually organisedVC2EFLA04 | understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and imagesVC2E1LA05 | navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or linksVC2E2LA05 |
| **Sub-strand:** Language for expressing and developing ideas |
| *Students learn to:* |
|  |  | use short phrases to express ideasVC2EFCLA03 | construct and use phrases to express ideasVC2EFDLA05 | recognise that sentences are key units for expressing ideasVC2EFLA05 | understand that a simple sentence consists of a single independent clause representing a single event or ideaVC2E1LA06 | understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunctionVC2E2LA06 |
|  | use their preferred communication modality to describe an object with a single gesture, symbol or wordVC2EFBLA03 | use short phrases to describe objectsVC2EFCLA04 | use phrases to describe objects and actionsVC2EFDLA06 | recognise that sentences are made up of groups of words that work together in particular ways to make meaningVC2EFLA06 | understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs)VC2E1LA07 | understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groupsVC2E2LA07 |
|  | identify a favourite image in print or digital textVC2EFBLA04 | identify an image or object that represents an idea from a shared textVC2EFCLA05 | identify the contribution of images and words to meaning in stories and informative textsVC2EFDLA07 | explore the contribution of images, words and sound to meaning in stories and informative textsVC2EFLA07 | compare how images and sound in different types of texts contribute to meaningVC2E1LA08 | understand that images and sound add to or multiply the meanings of a textVC2E2LA08 |
| respond to familiar objects, actions or activities being namedVC2EFALA03 | recognise and name familiar objects, actions and activitiesVC2EFBLA05 | use learnt vocabulary related to personal interests and topics taught at schoolVC2EFCLA06 | use learnt vocabulary related to everyday experiences, personal interests and topics taught at school VC2EFDLA08 | recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at schoolVC2EFLA08 | recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areasVC2E1LA09 | apply learnt vocabulary and begin to make conscious choices to suit the topicVC2E2LA09 |
|  |  |  | identify that spaces between words indicate a new wordVC2EFDLA09 | identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the endVC2EFLA09 | understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nounsVC2E1LA10 | recognise that capital letters are used in titles and commas are used to separate items in listsVC2E2LA10 |

Strand: Literature

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
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| **Sub-strand: Literature and contexts** |
| *Students learn to:* |
| demonstrate shared attention when responding to texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustratorsVC2EFALE01 | identify an event in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustratorsVC2EFBLE01 | identify settings, characters and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a range of Australian and world authors and illustratorsVC2EFCLE01 | identify experiences that are similar to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2EFDLE01 | discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2EFLE01 | discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2E1LE01 | discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustratorsVC2E2LE01 |
| Sub-strand: Engaging with and responding to literature |
| *Students learn to:* |
| attend to and explore a range of literary textsVC2EFALE02 | respond to an event in a storyVC2EFBLE02 | comment on the characters and events in a textVC2EFCLE02 | share feelings on the events and characters depicted in a textVC2EFDLE02 | respond to stories and share feelings and thoughts about the events and characters depictedVC2EFLE02 | discuss a range of literary texts and share responses by making connections with their own experiencesVC2E1LE02 | compare features of a range of literary texts, such as characters and settings, and share personal preferencesVC2E2LE02 |
| Sub-strand: Examining literature |
| *Students learn to:* |
|  | identify an event in a familiar textVC2EFBLE03 | identify a character or event in a familiar textVC2EFCLE03 | identify a setting, character and event in a textVC2EFDLE03 | recognise a range of literary texts and identify features including events, characters, and beginnings and endingsVC2EFLE03 | discuss plots, characters and settings through a range of literary textsVC2E1LE03 | discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different waysVC2E2LE03 |
|  | respond to chants, rhymes and songsVC2EFBLE04 | participate in familiar chants, rhymes and songsVC2EFCLE04 | replicate the rhythms of familiar chants, rhymes and songsVC2EFDLE04 | explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songsVC2EFLE04 | listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhymeVC2E1LE04 | identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songsVC2E2LE04 |
| Sub-strand: Creating literature |
| *Students learn to:* |
|  |  | retell an event from a preferred or familiar short textVC2EFCLE05 | retell an event from a preferred or known text through role-play, performance, images, drawing or writingVC2EFDLE05 | retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writingVC2EFLE05 | retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawingVC2E1LE05 | create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performanceVC2E2LE05 |

Strand: Literacy

| **Foundation Level A** | **Foundation Level B** | **Foundation Level C** | **Foundation Level D** | **Foundation** | **Level 1** | **Level 2** |
| --- | --- | --- | --- | --- | --- | --- |
| Sub-strand: Interacting with others |
| *Students learn to:* |
| use their preferred communication modality to gain attention or express comfort and discomfortVC2EFALY01 | use their preferred communication modality to attend and respond to interactions with othersVC2EFBLY01 | use their preferred communication modality to initiate a short interaction with othersVC2EFCLY01 | use their preferred communication modality to initiate and sustain an interaction with others VC2EFDLY01 | interact in informal and structured situations, using appropriate voice levels and listening while others read or speakVC2EFLY01 | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questionsVC2E1LY01 | use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructionsVC2E2LY01 |
|  |  | use short phrases to present an idea or object to peersVC2EFCLY02 | use phrases to retell a story or event to peersVC2EFDLY02 | deliver short spoken texts to an audience using features of voiceVC2EFLY02 | deliver short spoken texts to an audience using features of voiceVC2E1LY02 | deliver short spoken texts to an audience using features of voiceVC2E2LY02 |
| **Sub-strand: Phonic and word knowledge** |
| *Students learn to:* |
| respond to environmental sounds and familiar spoken, written or signed wordsVC2EFALY02 | repeat some familiar letter soundsVC2EFBLY02identify some familiar images, symbols, letters or words in their environmentVC2EFBLY03identify themselves in a mirrorVC2EFBLY04 | recognise and name some common letters and their corresponding phonemesVC2EFCLY03use beginning knowledge of letters and sounds to identify the initial letter sound and grapheme in a wordVC2EFCLY04identify their name when presented in written form with supporting imagesVC2EFCLY05 | blend and segment a small number of one-syllable wordsVC2EFDLY03use beginning knowledge of letters and sounds to read some consonant-vowel-consonant (CVC) wordsVC2EFDLY04recognise familiar words and identify them in environmental printVC2EFDLY05 | recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness)VC2EFLY03orally blend, segment and manipulate one-syllable words (phonemic awareness)VC2EFLY04use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme–grapheme correspondence knowledge)VC2EFLY05recognise and name all upper- and lower-case letters and know the most common phoneme–grapheme correspondences (sound–letter relationships)VC2EFLY06read and write some high-frequency words and other familiar wordsVC2EFLY07understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)VC2EFLY08 | blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllableVC2E1LY03use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable wordsVC2E1LY04understand that a letter can represent more than one sound and that a syllable must contain a vowel soundVC2E1LY05spell one- and 2-syllable words with common letter patternsVC2E1LY06 read and write an increasing number of high-frequency wordsVC2E1LY07recognise and know how to use grammatical morphemes to create word familiesVC2E1LY08 | use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness)VC2E2LY03use phoneme–grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge)VC2E2LY04use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency wordsVC2E2LY05build morphemic word families using knowledge of prefixes and suffixesVC2E2LY06 |
| Sub-strand: Building fluency and making meaning |
| *Students learn to:* |
|  |  |  | apply developing phonemic knowledge to decode words in short sentences or simple decodable textsVC2EFDLY06 | read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledgeVC2EFLY09 | read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledgeVC2E1LY09 | read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correctingVC2E2LY07 |
| Sub-strand: Texts in context |
| *Students learn to:* |
|  |  |  |  | identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are usedVC2EFLY10 | discuss different types of texts drawn from a range of cultures and experiencesVC2E1LY10 | discuss how similar topics and information are presented in different types of textsVC2E2LY08 |
| Sub-strand: Analysing, interpreting and evaluating |
| *Students learn to:* |
|  |  |  |  | identify some differences between narrative and informative textsVC2EFLY11 | describe some similarities and differences between narrative, informative and persuasive textsVC2E1LY11 | identify the purpose and audience of different types of textsVC2E2LY09 |
|  | use their preferred communication modality when listening to and/or viewing textsVC2EFBLY05 | respond to simple questions about a shared text being listened to and/or viewedVC2EFCLY06 | use comprehension strategies such as connecting, predicting and questioning to understand texts listened to and/or viewedVC2EFDLY07 | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independentlyVC2EFLY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meaningsVC2E1LY12 | use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meaningsVC2E2LY10 |
| **Sub-strand: Creating texts** |
| *Students learn to:* |
| participate in the shared creation of textsVC2EFALY03 | co-create short texts that record a single ideaVC2EFBLY06 | co-create short texts and sequence images VC2EFCLY07 | create short texts to record an idea and/or eventsVC2EFDLY08 | create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledgeVC2EFLY13 | create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusionVC2E1LY13 | create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriateVC2E2LY11 |
|  |  |  | participate in shared editing of a class text, identifying some capital letters and applying spacing between wordsVC2EFDLY09 | participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stopsVC2EFLY14 | re-read their own texts and discuss possible changes to improve meaning, spelling and punctuationVC2E1LY14 | re-read and edit texts for spelling, sentence boundary punctuation and text structureVC2E2LY12 |
| use tools to make marksVC2EFALY04 | use tools to create a variety of marks on a surfaceVC2EFBLY07 | use tools to create letter-like symbolsVC2EFCLY08 | use tools to form lettersVC2EFDLY10 | form most lower-case and upper-case letters using learnt letter formationsVC2EFLY15 | write words using unjoined lower-case and upper-case lettersVC2E1LY15 | write words legibly and with growing fluency using unjoined lower-case and upper-case lettersVC2E2LY13 |