|  |  |  |
| --- | --- | --- |
| **Prep** | **Year 1** | **Year 2** |
| By the end of the Foundation year, (students) understand that there are different [types of texts](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=types+of+texts) and that these can have similar characteristics.  | Receptive modes (listening, reading and viewing)By the end of Year 1, students understand the different purposes of texts.  | Receptive modes (listening, reading and viewing)By the end of Year 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. |
| Students use predicting and questioning strategies to make meaning from texts.  |  |  |
| They identify connections between texts and their personal experience. | They make connections to personal experience when explaining characters and main events in short texts. |  |
|  | They identify the [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features), images and vocabulary used to describe characters and events. |  |
| They [read](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=read) short, predictable texts with familiar vocabulary and supportive images, | Students [read](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=read) aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.  | They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information.  |
| drawing on their developing knowledge of [concepts about print](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=concepts+about+print) and sound and letters. | When reading, they use knowledge of sounds and letters, high frequency words, [sentence](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=sentence) boundary punctuation and directionality to make meaning. | They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. |
| They recall one or two events from texts with familiar topics. | They recall key ideas and recognise literal and implied meaning in texts. | They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. |
| They identify the letters of the English alphabet and use the sounds represented by most letters. |  |  |
| They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) to and use appropriate [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features) to respond to others in a familiar environment.  | They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) to others when taking part in conversations, using appropriate [language features](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=language+features).  | They listen for particular purposes.  |
| They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) for rhyme, letter patterns and sounds in words. | They [listen](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) for and reproduce letter patterns and letter clusters. | They listen for and manipulate sound combinations and rhythmic sound patterns. |
| Productive modes (speaking, writing and creating)Students understand that their texts can reflect their own experiences.  | Productive modes (speaking, writing and creating)Students understand how characters in texts are developed  | Productive modes (speaking, writing and creating)When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary.  |
| They identify and describe likes and dislikes about familiar texts, objects, characters and events. | and give reasons for personal preferences. | They explain their preferences for aspects of texts using other texts as comparisons. |
|  | They [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) texts that show understanding of the connection between writing, speech and images. | They create texts that show how images support the meaning of the text. |
|  | They [create](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=create) short texts for a small range of purposes. | Students create texts, drawing on their own experiences, their imagination and information they have learned. |
| In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. | They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics. | They use a variety of strategies to engage in group and class discussions and make presentations. |
| They identify and use rhyme, letter patterns and sounds in words. |  |  |
| When writing, students use familiar words and phrases and images to convey ideas. | When writing, students provide details about ideas or events. |  |
| Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. | They accurately spell words with regular spelling patterns and use capital letters and full stops. | They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. |
| They correctly form known upper- and lower-case letters. | They correctly form all upper- and lower-case letters. | They legibly write unjoined upper- and lower-case letters. |