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| **Year 1** | **Year 2** | **Year 3** |
| 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. | Receptive modes (listening, reading and viewing) By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. |
| 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 understand how language features, images and vocabulary choices are used for different effects. |
| 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. 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 read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. | They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. |
| 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 literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. |
| 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](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=listen) for and reproduce letter patterns and letter clusters. | They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. | They listen to others’ views and respond appropriately. |
| 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. | Productive modes (speaking, writing and creating) Students understand how language features are used to link and sequence ideas. |
| and give reasons for personal preferences. | They explain their preferences for aspects of texts using other texts as comparisons. | They understand how language can be used to express feelings and opinions on topics. |
| 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. | Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. |
| 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. | Students create a range of texts for familiar and unfamiliar audiences. |
| 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 contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |
| When writing, students provide details about ideas or events. |  | They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. |
| 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 use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. |
| They correctly form all upper- and lower-case letters. | They legibly write unjoined upper- and lower-case letters. | They write using joined letters that are accurately formed and consistent in size |