

# Language

## Reading

### K1

#### Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Look at books independently and display reading-like behaviour
- Make connections to own experiences when listening to or 'reading' texts
- Identify main story settings, events and principal characters
- Participate in shared reading, joining in with rhymes, refrains and repeated texts

#### Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Distinguish between pictures and written text
- Recognise familiar words such as own name and environmental print

## K2

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Retell or represent the features of familiar stories
- Follows text written in English from left to right and top to bottom
- Ascribe meaning to text
- Demonstrate comprehension by responding to text
- Identify relevant information in fiction and non-fiction text
- Predict what might happen next

### Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Discriminate between visual representations such as numbers, letters and words
- Recognise words, signs and symbols in familiar contexts
- Recognise familiar grapheme-phoneme correspondences
- Demonstrate an awareness of syllable division

# Year 1

## Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Recall main ideas and supporting details when retelling texts
- Answer simple literal and inferential questions
- Locate and select texts appropriate to purpose or interest
- Make connections to prior knowledge
- Use illustrations to gain meaning from the text
- Express opinions about the meaning of a story
- Predict what might happen in the context of the text
- Participate in shared reading by asking and responding to questions

## Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Blend and segment phonemes to read VC and CVC words
- Isolate beginning, middle and end sounds of words with increasing accuracy
- Generate rhyming patterns for CVC words
- Read high frequency words in different contexts
- Recognise the grapheme-phoneme correspondences of common digraphs
- Demonstrate accurate syllable division

## Year 2

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Recall main ideas and supporting details when retelling texts
- Respond to questions about the text with reference to information found in the text
- Locate and select texts appropriate to purpose, interest and readability
- Ask questions to understand the author's intent
- Express opinions about the meaning of text
- Describe how characters, people and events are represented
- Make connections between prior knowledge with a variety of texts and with fictional characters
- Pay attention to punctuation

### Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Blend and segment phonemes to read CVCC and CCVC words
- Identify long and short vowel sounds
- Apply knowledge of grapheme-phoneme correspondences in common vowel digraphs and trigraphs
- Identify syllables within a two or three syllable word
- Read familiar words fluently and accurately

## Year 3

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and show understanding as they:

- Recall main ideas and supporting details when retelling texts
- Read to discover answers and gain information
- Respond to texts and make personal connections with facts, characters, and situations
- Locate and select texts appropriate for purpose, interest and readability
- Describe how fiction and different forms of non-fiction texts are organised
- Suggest why characters, people and events are represented in a particular way
- Justify personal responses to texts
- Understand unfamiliar vocabulary by attending to context
- Read with pace and expression paying attention to context and punctuation

### Word Recognition

Students show development in fluency, vocabulary and word recognition as they:

- Apply knowledge of less common grapheme-phoneme correspondences
- Decode unfamiliar words fluently and accurately

## Year 4

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Summarise learning from texts
- Make connections within and between texts
- Select and use texts in multimodal forms to suit a purpose
- Distinguish between fact and opinion
- Justify personal responses to text and understand authors and other readers have different responses
- Refer to literal and inferential evidence from the text
- Identify and describe the techniques authors and illustrators use to influence a reader

### Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary and word recognition as they:

- Use text clues to infer the meaning of subject specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy

## Year 5

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Summarise and synthesise learning from texts
- Connect ideas, feelings and attitudes expressed within, and between texts
- Infer meaning from clues found throughout a text
- Question and evaluate a range of multimodal sources to identify relevant information
- Distinguish between fact and opinion, reaching conclusions about what represents valid information
- Identify and describe the techniques authors and illustrators use to influence a reader
- Explain how a range of text forms vary by using knowledge of purpose, text structure and language features
- Recognise literary devices

### Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary and word recognition as they:

- Use text clues to infer the meaning of subject specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy

## Year 6

### Comprehension Skills and Strategies

Students read texts at an age appropriate level and deepen understanding by applying strategies to comprehend as they:

- Read to discover answers and gain information
- Locate relevant information in texts
- Recall main ideas and supporting details when retelling texts
- Make inferences and be able to justify them
- Locate, summarise and synthesise information from a range of multimodal sources
- Describe the author's' use of language and interpret meaning beyond the literal
- Discuss and justify own interpretation of a text
- Distinguish between fact and opinion, justifying conclusions about what represents valid information
- Identify and describe the techniques authors and illustrators use to influence a reader
- Identify the genre of a text and explain its purpose and features
- Recognise and interpret literary devices

### Fluency, vocabulary and word recognition

Students show development in fluency, vocabulary and word recognition as they:

- Use text clues to infer the meaning of subject specific words
- Make meaning of words by applying knowledge of morphology, phonology, etymology and orthography
- Read with appropriate expression, pace and accuracy



## Writing

### K1

Students use writing to communicate a message as they:

- Mark-make in a variety of ways
- Use mark-making for different purposes
- Demonstrate awareness that writing and drawing are different

Students demonstrate conventions of written text as they:

- Make marks with increasing understanding of shape and direction

## **K2**

Students use writing to communicate a message as they:

- Assign meaning to own writing
- Use writing for specific purposes

Students demonstrate conventions of written text as they:

- Form some identifiable letter shapes
- Use correct directionality in writing
- Use some signs and symbols in writing
- Represent familiar grapheme-phoneme correspondences (GPCs) in writing

## Year 1

Students use writing to communicate a message as they:

- Write to express ideas, opinions, experiences and feelings
- Create written text for different purposes
- Create written text to connect with images
- Plan for writing by orally rehearsing and/or drawing
- Generate own ideas for writing

Students demonstrate conventions of written text as they:

- Explore different writing structures
- Use the grapheme-phoneme correspondences (GPCs) of common digraphs when writing
- Segment words and write the corresponding letter sounds
- Write some key personal words and high frequency words
- Form all upper-case and lower-case letters and numerals correctly
- Occasionally use capital letters and full stops to begin and end sentences
- Compose simple sentences

## Year 2

Students use writing to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Write ideas, experiences and feelings conveying a main idea
- Write a range of taught text types
- Explain the purpose of a piece of writing and the structure that needs to be included
- Uses written text to enhance the meaning of images
- Use vocabulary drawn from other texts or classroom activities in own writing

Students demonstrate conventions of written text as they:

- Correctly spell phonically decodable two and three syllable words
- Spell key personal words and high frequency words
- Form all lowercase and upper-case letters correctly with automaticity
- Use full stops and capital letters to punctuate sentences
- Use simple conjunctions to write compound sentences
- Consistently use accurate noun pronoun agreement
- Consistently use accurate subject verb agreement

## Year 3

Students use writing to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Plan and write to convey main ideas
- Write a range of text types selected according to purpose
- Develop ideas with supporting detail and descriptive language
- Develop ideas in a logical sequence
- Use vocabulary drawn from a variety of sources to enhance writing
- Offer constructive feedback to improve the writing of peers
- Identify next steps needed to improve own writing

Students demonstrate conventions of written text as they:

- Use letter-sound relationships and irregular letter patterns to spell words
- Spell high frequency words
- Write legibly in a consistent style
- Use capital letters, full stops, question marks correctly
- Begin to use speech marks
- Use adverbs and adjectives to add impact to writing
- Use simple and compound sentences

## Year 4

Students use writing at an age appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Demonstrate voice in writing by imitating mentor texts
- Write a range of text types selected according to purpose and audience
- Develop ideas with supporting details and descriptive language
- Organise main ideas and supporting detail into paragraphs
- Use literary devices in writing
- Use vocabulary drawn from a range of sources to enhance writing
- Offer and receive constructive feedback to improve the writing of themselves and peers

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Write legibly in a consistent style
- Use capital letters, full stops, question marks and exclamation marks correctly
- Use speech marks, commas, apostrophes
- Follow grammatical rules, vary sentence beginnings, structures and length for impact

## Year 5

Students use writing at an age appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Demonstrate voice in writing by experimenting with techniques and individual expression
- Write a range of text types selected according to purpose and audience
- Develop clear and focussed ideas
- Organise ideas into sustained paragraphs that have a logical flow
- Use appropriate literary devices to create tone, atmosphere and mood
- Use vocabulary drawn from a range of sources to enhance writing
- Respond to feedback and collaborate to improve the quality of writing

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Demonstrate fluent, consistent and legible handwriting
- Use punctuation accurately to support meaning
- Follow grammatical rules, vary sentence length and structure for impact, rhythm and flow

## Year 6

Students use writing at an age appropriate level to communicate a message as they:

- Use a process to plan, draft, revise, edit and publish a range of texts
- Demonstrate voice in writing to elicit an intended response
- Write a range of text types selected according to purpose and audience
- Fully develop ideas which are convincing and supported
- Write paragraphs with transitions that enhance meaning and develop ideas
- Use appropriate literary devices to enhance the impact on the audience
- Use vocabulary drawn from a range of sources and relevant supporting details to enhance writing
- Respond to feedback and collaborate to improve the quality of writing

Students demonstrate conventions of written text as they:

- Spell words by applying knowledge of morphology, phonology, etymology and orthography
- Use spelling strategies to self-monitor and self-correct
- Demonstrate fluent, consistent and legible handwriting
- Use punctuation accurately to support and enhance meaning
- Follow grammatical rules, vary sentence length and structure for audience and purpose



## Listening and Speaking

### K1

Students use receptive and expressive language to communicate as they:

- Listen and join in with stories, songs and rhymes
- Discriminate and recreate vocal and environmental sounds
- Respond appropriately to one-step instructions
- Respond appropriately to “what” and “where” questions
- Use short phrases to express feelings, wants and needs
- Express thoughts and ideas using vocabulary in real life or imaginative play in context

## K2

Students use receptive and expressive language to communicate as they:

- Listen and show understanding through responding or retelling
- Discriminate rhyming words or alliterative phrases in familiar texts
- Orally segment words
- Use connectives to link two ideas
- Follow two-step instructions
- Understand and respond to 'who', 'what', 'where', 'why' and 'how' questions using full sentences
- Use language to describe experiences and explain thinking
- Hold a conversation with several exchanges, maintaining context in real life or imaginative play situations
- Ask 'who', 'what', 'where', 'why' and 'how' questions

## Year 1

Students use receptive and expressive language to communicate as they:

- Contribute to discussions by asking questions and offering suggestions
- Predict phonemic patterns in poems, songs, rhymes and repeated phrases
- Enunciate beginning, middle and end sounds of words with increasing accuracy
- Give a range of details when describing personal experiences
- Use a range of high frequency, topic-specific and personal content vocabulary
- Talk about their writing, pictures and models
- Follow the meaning of others' conversations

## Year 2

Students use receptive and expressive language to communicate as they:

- Listen and respond in discussions
- Use sequential language including simple connectives to retell events or stories
- Structure simple oral text accurately
- Accurately predict phonemic patterns in poems, songs, rhymes and repeated phrases
- Talk about thinking with others
- Accurately use a bank of high frequency, topic-specific and personal content words

## Year 3

Students use receptive and expressive language to communicate as they:

- Express thoughts, ideas and opinions clearly
- Uses a range of appropriate strategies when speaking to engage an audience
- Actively listen to the contributions of others
- Use specific vocabulary to explain, inquire and compare
- Adjust speech by using specific vocabulary to suit the purpose and audience

## Year 4

Students use age appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Organise thoughts and feelings before speaking
- Listen and respond in context during small and large group interactions
- Use correct grammatical structure and organisation in spoken language
- Adapt language to suit audience and purpose
- Use specific vocabulary to explain, inquire, compare and synthesise ideas
- Use tone, volume and intonation to enhance meaning

## Year 5

Students use age appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Select listening behaviours and appropriate responses to suit purpose and audience
- Verbalize thinking and explain reasoning
- Generate and modify ideas and opinions through discussions
- Use correct grammatical structure and organisation in spoken language
- Paraphrase and summarise when communicating orally
- Justify a point of view
- Adapt language to suit audience and purpose
- Use specific vocabulary to explain, inquire, compare and synthesise ideas
- Select words and literary devices to enhance impact of oral texts
- Use tone, volume and intonation to enhance meaning

## Year 6

Students use age appropriate receptive and expressive language to communicate as they:

- Determine important information in an oral text
- Select listening behaviours and appropriate responses to suit purpose and audience
- Develop, modify and present ideas, opinions and information through discussion
- Use correct grammatical structure and organisation in spoken language
- Paraphrase and summarise when communicating orally
- Debate and justify a point of view
- Infer meanings, draw conclusions and make judgments about oral presentations
- Use specific vocabulary to explain, inquire, compare and synthesise ideas
- Select words and literary devices to enhance impact of oral texts
- Use tone, volume and intonation to enhance meaning



## Viewing and Presenting

### **K1**

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise common signs and symbols used in the environment
- Make connections to different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Use media, colours, shapes and symbols to present ideas

## **K2**

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise and make observations about common signs and symbols used in the environment
- Interpret and respond to different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Select and use media, colours, shapes and symbols to convey meaning

## Year 1

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise familiar signs and logos in the environment
- Identify the elements in a multimodal text
- Explain their response to visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create a simple multimodal text
- Experiment with visual, spatial, gestural and language systems to convey emotions and meaning

## Year 2

Students show an understanding of semiotic systems and codes when viewing as they:

- Make meaning from visual images or multimodal texts
- Discuss the creator's purpose when observing visual images or multimodal texts
- Make comparisons between visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts to convey a message
- Create multimodal texts that include gestural, visual, auditory, spatial and language systems

## Year 3

Students show an understanding of semiotic systems and codes when viewing as they:

- Discuss different interpretations of the same visual image or multimodal texts
- Make suggestions about the purpose and audience of visual images or multimodal texts
- Identify different elements that have been selected and arranged to achieve an impact
- Use technical language to discuss visual images or multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts that include visual, auditory, spatial, gestural and language systems
- Explain how the elements of their own multimodal texts work together

## Year 4

Students show an understanding of semiotic systems and codes when viewing as they:

- Discuss and justify interpretations of visual images or multimodal texts
- Explain how different elements have been constructed to produce meaning for a specific purpose
- Explain how the elements of a multimodal text have been selected to produce meaning for a specific audience and purpose
- Use technical language to discuss visual images and multimodal texts
- Make connections between personal experiences and multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Select and use an appropriate layout for an intended audience and purpose
- Create multimodal texts using a range of tools combining different elements and techniques for a particular purpose
- Use visual, auditory, spatial, gestural and language systems to reinforce oral presentations

## Year 5

Students show an understanding of semiotic systems and codes when viewing as they:

- Recognise that audiences make their own interpretation of texts dependent on personal experience
- Explain how the elements of a multimodal text have been selected to produce meaning for a specific purpose and audience
- Analyse structure, elements and techniques that make multimodal texts effective using appropriate terminology
- Synthesise meaning from a range of multimodal texts

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts and explain how the elements work together for a particular purpose
- Use visual, auditory, spatial, gestural and language systems to reinforce oral presentations
- Apply and justify different techniques used to influence the audience

## Year 6

Students show an understanding of semiotic systems and codes when viewing as they:

- Critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Identify how the information presented may reflect one view and that other interpretations are possible
- Compare and contrast how elements and techniques are used in different text types
- Identify overt, subliminal and cultural messages
- Compare how an issue is presented through different media

Students show an understanding of semiotic systems and codes when presenting as they:

- Create multimodal texts with the intention of influencing the audience
- Use a range of multimedia to prepare visual presentations
- Use visual, auditory, spatial, gestural and language systems to enhance oral presentations and influence the audience