

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation	Text structure and organisation	Language variation and change
	<i>Purpose, audience and structure of different texts</i> Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment	<i>Text cohesion</i> Respond to images, objects and the spoken word	<i>Language variation and change</i> Use sounds and facial expressions to affect familiar others
Sub-strand	<i>Concepts of print and screen</i> Encounter books, print and digital texts and respond to images in the text	<i>Punctuation</i> React to different sounds, and words, and respond to visual text	Language for interaction
			<i>Language for social interactions</i> Respond to a familiar person and engage with them
			<i>Evaluative language</i> Explore how sound, facial expression and actions can cause a change
Sub-strand	Expressing and developing ideas	Phonics and word knowledge	Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Experience sentences being used to express ideas and information and responds to different words, sounds and noise	<i>Spelling</i> Experience people writing, speaking and communicating using various modes	<i>Vocabulary</i> Respond to vocabulary used in everyday experiences
	<i>Word level grammar</i> Respond to words and groups of words and objects in texts and in the environment	<i>Spelling</i> React to familiar voices and preferred sounds	
	<i>Visual language</i> Respond to images and words in texts		
Sub-strand	Phonics and word knowledge		Phonics and word knowledge
	<i>Phonic knowledge</i> Encounter words and writing within the environment and respond to spoken words in familiar environments		<i>Phonological and phonemic awareness</i> Respond to different sounds and words used in everyday experiences
	<i>Phonic knowledge</i> React to preferred sounds		<i>Phonological and phonemic awareness</i> Encounter words being isolated into onset and rime
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Responding to literature
	<i>Features of literary texts</i> Experience and respond to different types of literary texts in various modes	<i>Creating literary texts</i> Encounter literature being created for various reasons and purposes and react to the retelling of a literary text	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Respond to images, sounds or actions within a multimodal text
	<i>Features of literary texts</i> Experience texts with different features, events and characters and respond to different literary texts		<i>Expressing preferences and evaluating texts</i> Respond to texts listened to, viewed or read
Sub-strand	Literature and context		Examining literature
	<i>Literature and context</i> React to texts, related to personal experience and familiar events		<i>Language devices in literary texts</i> Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures
Sub-strand			Creating literature
			<i>Experimentation and adaptation</i> React to texts and familiar parts of a preferred text
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context	Creating texts	Interacting with others
	<i>Texts and the contexts in which they are used</i> Respond to texts within the everyday environment	<i>Creating texts</i> React to the construction of text that reflects everyday events and activities	<i>Listening and speaking interactions</i> Respond to various types of communication
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i>	<i>Oral presentations</i>
	<i>Reading processes</i> React to a range of texts including visual, audio and print text	Respond to group text and personalised text being edited	React to others sharing and delivering a presentation on a personally or culturally relevant event
	<i>Comprehension strategies</i> Experience and respond to different forms of communication and texts being read or viewed	<i>Handwriting</i> Encounter a variety of objects and textures and hold objects for a short period of time	
	<i>Analysing and evaluating texts</i> React to a variety of imaginative and informative texts	<i>Use of software</i> React to software being used to construct texts that reflect everyday events and activities	
	Achievement Standard		
	Reading and Viewing By the end of Level A, students react to a range of spoken, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They fleetingly maintain eye contact with a person or object. They enjoy reading material as it is being read/experienced, shown or told. They can track objects, people or images for a short period of time.	Writing When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand.	Speaking and Listening Students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. They respond to their name and to familiar items when named. Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. They recognise that their reaction can change others' behaviour. They can choose between objects, images and activities and accept or reject an object or activity. They withdraw attention if no longer interested in a topic of communication. Students attempt to imitate sounds. They have some consistent vocalisation and gestures in response to different people, activities and environments.