

Mode	Reading and Viewing	Writing	Speaking and Listening
Strand	Language	Language	Language
Sub-strand	Text structure and organisation <i>Purpose, audience and structure of different texts</i> Recognise that texts can have many forms, can use images, objects and symbols	Text structure and organisation <i>Text cohesion</i> Recognise the connection between an object, image and spoken word	Language variation and change <i>Language variation and change</i> Use sounds, gestures, images and facial expressions to communicate
Sub-strand	<i>Concepts of print and screen</i> Recognise and attend to images in texts and on the screen	<i>Punctuation</i> Recognise that text can be attached to images and recognise that people pause when talking and communicating	Language for interaction <i>Language for social interactions</i> Recognise ways to gain and maintain attention
Sub-strand	Expressing and developing ideas <i>Sentence and clause level grammar</i> Know that an object has a name	Phonics and word knowledge <i>Spelling</i> Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas	Expressing and developing ideas <i>Vocabulary</i> Recognise the connection between words, images, sounds and everyday objects
Sub-strand	<i>Word level grammar</i> Recognise an object when named, signed or shown in an image	<i>Spelling</i> Recognise different sounds and words and their connection to objects and people	
Sub-strand	<i>Visual language</i> Recognise familiar objects and images in stories and informative texts		
Sub-strand	Phonics and word knowledge <i>Phonic knowledge</i> Explore the concept of difference through matching letters, images, shapes and familiar words and sounds		Phonics and word knowledge <i>Phonological and phonemic awareness</i> Connect sounds and words and match them to objects
Sub-strand	<i>Phonic knowledge</i> Reproduce sounds associated with familiar objects and names		<i>Phonological and phonemic awareness</i> Copy a sound
Strand	Literature	Literature	Literature
Sub-strand	Examining literature <i>Features of literary texts</i> Attend to features of literary texts such as images, rhyme and refrains	Creating literature <i>Creating literary texts</i> Select an image and illustration to represent a familiar literary text or recent event	Responding to literature <i>Personal responses to the ideas, characters and viewpoints in texts</i> Identify a preferred text
Sub-strand	<i>Features of literary texts</i> Recognise a familiar event or character during shared reading or viewing of text		<i>Expressing preferences and evaluating texts</i> Respond to familiar images or sounds during shared reading/viewing of texts
Sub-strand	Literature and context <i>Literature and context</i> Respond to texts which reflect personal and family experiences		Examining literature <i>Language devices in literary texts</i> Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns
Sub-strand			Creating literature <i>Experimentation and adaptation</i> Assist to modify a text by producing a sound, noise or using an object
Strand	Literacy	Literacy	Literacy
Sub-strand	Texts in context <i>Texts and the contexts in which they are used</i> Attend to texts that have a variety of contexts	Creating texts <i>Creating texts</i> Select image to be used in a short text about a special event	Interacting with others <i>Listening and speaking interactions</i> Listen to and respond to simple instructions
Sub-strand	Interpreting, analysing, evaluating <i>Reading processes</i> Use images to obtain meaning from shared texts	<i>Editing</i> Make simple choices during shared construction of personalised multimodal text	<i>Oral presentations</i> Respond to a presentation on an everyday experience
Sub-strand	<i>Comprehension strategies</i> Attend to images while listening to and viewing texts	<i>Handwriting</i> Grasp and move objects within and between their hands	
Sub-strand	<i>Analysing and evaluating texts</i> Attend to imaginative and informative texts including visual schedules in everyday experiences	<i>Use of software</i> Use software or applications to select images and sounds for shared texts	
	Achievement Standard		
	Reading and Viewing By the end of Level B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text.	Writing When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.	Speaking and Listening Students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or 'yes' or 'no' responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction.