

Mode	Reading and Viewing	Writing	Speaking and Listening
<b>Strand</b>	<b>Language</b>	<b>Language</b>	<b>Language</b>
<b>Sub-strand</b>	<b>Text structure and organisation</b> <i>Purpose, audience and structure of different texts</i> Recognise that texts and communication can take various forms including multimodal and picture book	<b>Text structure and organisation</b> <i>Text cohesion</i> Know that symbols, words and images can communicate needs	<b>Language variation and change</b> <i>Language variation and change</i> Recognise that words, images and actions have the same meaning across environments
<b>Sub-strand</b>	<i>Concepts of print and screen</i> Know that successive pages or images in a book or on a screen present a story in sequence	<i>Punctuation</i> Know their written name (as a grapheme) and match the letters in their name	<b>Language for interaction</b> <i>Language for social interactions</i> Recognise ways to greet and interact with familiar people
<b>Sub-strand</b>			<i>Evaluative language</i> Recognise different ways to communicate needs, likes and dislikes
<b>Sub-strand</b>	<b>Expressing and developing ideas</b> <i>Sentence and clause level grammar</i> Recognise that a group of words can communicate a message	<b>Phonics and word knowledge</b> <i>Spelling</i> Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas	<b>Expressing and developing ideas</b> <i>Vocabulary</i> Use words and images to make a request, indicate a choice, recount information, and express a feeling
	<i>Word level grammar</i> Know how to use the connection between the object, its name, image or sign	<i>Spelling</i> Know the beginning sounds (onset) of familiar words	
	<i>Visual language</i> Recognise the use of images to represent an event, object or idea		
<b>Sub-strand</b>	<b>Phonics and word knowledge</b>		<b>Phonics and word knowledge</b>
	<i>Phonic knowledge</i> Explore similarities and differences between letters by shape and size and match some letters with their name or sound		<i>Phonological and phonemic awareness</i> Recognise the beginning sounds of familiar words
	<i>Phonic knowledge</i> Recognise different sounds and their connection to a word or image		<i>Phonological and phonemic awareness</i> Identify the initial sound of a single syllable word
<b>Strand</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Sub-strand</b>	<b>Examining literature</b>	<b>Creating literature</b>	<b>Responding to literature</b>
	<i>Features of literary texts</i> Identify characteristics of familiar literary texts including poetry	<i>Creating literary texts</i> Retell an event or familiar text through images and illustrations	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Identify a preferred aspect of text, such as image, refrain within a multimodal text
	<i>Features of literary texts</i> Recognise familiar texts which share the same character or similar topic or event		<i>Expressing preferences and evaluating texts</i> Identify a favourite character or event within a story
<b>Sub-strand</b>	<b>Literature and context</b>		<b>Examining literature</b>
	<i>Literature and context</i> Recognise key events in texts which reflect personal and familiar experiences		<i>Language devices in literary texts</i> Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures
<b>Sub-strand</b>			<b>Creating literature</b>
			<i>Experimentation and adaptation</i> Modify part of a refrain from a familiar text
<b>Strand</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Sub-strand</b>	<b>Texts in context</b>	<b>Creating texts</b>	<b>Interacting with others</b>
	<i>Texts and the contexts in which they are used</i> Explore some familiar texts and images used in the community	<i>Creating texts</i> Create simple texts by labelling images from an event with own 'writing'	<i>Listening and speaking interactions</i> Listen to and respond to the communication from an adult in classroom situations
<b>Sub-strand</b>	<b>Interpreting, analysing, evaluating</b>	<i>Editing</i> Review choices made during shared construction of personalised multimodal texts during shared review	<i>Oral presentations</i> Deliver some comment to a small group
	<i>Reading processes</i> Recognise that images, words and symbols convey meaning		
	<i>Comprehension strategies</i> Use images within text to identify key objects and events	<i>Handwriting</i> Trace patterns and letters	
	<i>Analysing and evaluating texts</i> Use simple visual schedules and selected imaginative and informative texts	<i>Use of software</i> Use software or application by selecting images and typing to 'label' images	
	<b>Achievement Standard</b>		
	<b>Reading and Viewing</b> By the end of Level C, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character or event in a familiar text using visual images from the text. They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. When reading, students move through a print text from front to back. They can comment or point to illustrations in reading material to predict the topic of the material. They use a key word to respond to questions about what is happening in a text. They can make a graphophonic identification of their own name. They can match letters and numbers, and identify some letters and numbers named by another.	<b>Writing</b> When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook.	<b>Speaking and Listening</b> Students listen to and interact with others. They use particular greetings to acknowledge people, respond with 'yes', 'no' or single words to indicate understanding and use a few words and simple phrases. They can share their favourite items or experience with a small group of students and respond to questions about it. They express and record their wants and needs through a word, picture or symbol selection. They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They make a request by linking key words, signs and/or symbols in a meaningful context.