

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> Investigate different forms of texts and the relationship between symbols, images and objects	<i>Text cohesion</i> Understand that language can be represented as written text	<i>Language variation and change</i> Understand that people communicate in different ways
Sub-strand	<i>Concepts of print and screen</i> Identify some of the features of text such as digital/screen layout or the features of a book cover	<i>Punctuation</i> Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text	Language for interaction <i>Language for social interactions</i> Know how to greet and maintain a short interaction with others
			<i>Evaluative language</i> Use different ways to express needs, likes and dislikes
Sub-strand	Expressing and developing ideas	Phonics and word knowledge	Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Understand how to make a statement or ask a question	<i>Spelling</i> Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters	<i>Vocabulary</i> Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling
	<i>Word level grammar</i> Recognise how a group of words can represent an object or image	<i>Spelling</i> Identify the onset of familiar words and some words that have the same rime	
	<i>Visual language</i> Explore connection between words, objects and images in stories and informative texts		
Sub-strand	Phonics and word knowledge		Phonics and word knowledge
	<i>Phonic knowledge</i> Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name		<i>Phonological and phonemic awareness</i> Identify the sounds within familiar words
	<i>Phonic knowledge</i> Identify and make sounds associated with the beginning letter of words or images		<i>Phonological and phonemic awareness</i> Blend sounds to produce familiar single syllable words and identify words that have the same rime
Strand	Literature	Literature	Literature
Sub-strand	Examining literature	Creating literature	Responding to literature
	<i>Features of literary texts</i> Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry	<i>Creating literary texts</i> Retell familiar text or event by sequencing images and simple statements	<i>Personal responses to the ideas, characters and viewpoints in texts</i> Identify favourite texts topic and character
	<i>Features of literary texts</i> Identify the characters, events and setting in a literary text		<i>Expressing preferences and evaluating texts</i> Express likes or dislikes about characters and events in a text
Sub-strand	Literature and context		Examining literature
	<i>Literature and context</i> Identify topic and key events in texts that reflect personal and familiar experiences		<i>Language devices in literary texts</i> Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures
Sub-strand			Creating literature
			<i>Experimentation and adaptation</i> Add to a familiar 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> Identify some familiar texts and their use in the community	<i>Creating texts</i> Use symbols, letters and words to create a simple statement about an idea or event	<i>Listening and speaking interactions</i> Listen and respond to communication of others in classroom situations and routines
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Review own text and make changes during shared editing	<i>Oral presentations</i> Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics
	<i>Reading processes</i> Read a simple sentence or pictorial representation of a sentence		
	<i>Comprehension strategies</i> Use images to retell or comment on a familiar text listened to and viewed	<i>Handwriting</i> Copy and write letters, symbols and numbers	
	<i>Analysing and evaluating texts</i> Identify some familiar informative and imaginary texts	<i>Use of software</i> Use software or application by selecting images and suggesting simple sentences to accompany the image	
Achievement Standard			
	Reading and Viewing By the end of Level D, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character and event in an imaginative text. They use visual images to identify the key topic or theme within an informative text. They understand familiar text by using images and communicate a short statement about the text. They can follow a simple pictorial timetable. They select their own reading material by looking at the picture on the cover. They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. They use illustrations to retell a story and answer simple questions about a story. They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. They identify some letters of the English alphabet and their associated sound. They retell a picture story they have selected using key words to describe each picture. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.	Writing When writing, students produce 'text-like' writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing.	Speaking and Listening Students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. They use simple phrases and simple sentences and sequence two key ideas. They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program.