

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 types of texts</i> Understand that the purposes texts serve shape their structure in predictable ways	<b>Text structure and organisation</b> <i>Text cohesion</i> Understand patterns of repetition and contrast in simple texts	<b>Language variation and change</b> <i>Language variation and change</i> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
<b>Sub-strand</b>	<i>Concepts of print and screen</i> Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links	<i>Punctuation</i> Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands	<b>Language for interaction</b> <i>Language for social interactions</i> Understand that language is used in combination with other means of communication
<b>Sub-strand</b>	<b>Expressing and developing ideas</b> <i>Sentence and clause level grammar</i> Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances <i>Word level grammar</i> Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) <i>Visual language</i> Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning		<i>Language for social interactions</i> Understand that there are different ways of asking for information, making offers and giving commands <i>Evaluative language</i> Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions <b>Expressing and developing ideas</b> <i>Vocabulary</i> Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts
<b>Sub-strand</b>	<b>Phonics and word knowledge</b> <i>Spelling</i> Understand how to spell one and two syllable words with common letter patterns <i>Phonic knowledge</i> Recognise short vowels, common long vowels and consonant digraphs and consonant blends <i>Phonic knowledge</i> Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound	<b>Phonics and word knowledge</b> <i>Spelling</i> Recognise and know how to use simple grammatical morphemes in word families <i>Spelling</i> Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components	<b>Phonics and word knowledge</b> <i>Phonological and phonemic awareness</i> Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables <i>Phonological and phonemic awareness</i> Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words
<b>Strand</b>	<b>Literature</b>	<b>Literature</b>	<b>Literature</b>
<b>Sub-strand</b>		<b>Creating literature</b> <i>Creating literary texts</i> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <i>Experimentation and adaptation</i> Build on familiar texts by using similar characters, repetitive patterns or vocabulary	<b>Responding to literature</b> <i>Expressing preferences and evaluating texts</i> Express preferences for specific texts and authors and listen to the opinions of others <i>Personal responses to the ideas characters and viewpoints in texts</i> Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences
<b>Sub-strand</b>			<b>Literature and context</b> <i>Literature and context</i> Discuss how authors create characters using language and images
<b>Sub-strand</b>			<b>Examining literature</b> <i>Features of literary texts</i> Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts <i>Language devices in literary texts</i> Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme
<b>Strand</b>	<b>Literacy</b>	<b>Literacy</b>	<b>Literacy</b>
<b>Sub-strand</b>	<b>Texts in context</b> <i>Texts and the contexts in which they are used</i> Respond to texts drawn from a range of cultures and experiences	<b>Creating texts</b> <i>Creating texts</i> Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements	<b>Interacting with others</b> <i>Listening and speaking interactions</i> Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others

<b>Sub-strand</b>	<b>Interpreting, analysing, evaluating</b>	<i>Editing</i>	<i>Oral presentations</i>
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features	Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation	Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language
	<i>Reading processes</i> Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading	<i>Handwriting</i> Understand how to use learned letter formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters	
	<i>Analysing and evaluating texts</i> Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts	<i>Use of software</i> Construct texts that incorporate supporting images using software including word processing programs	
<b>Achievement Standard</b>			
<b>Reading and Viewing</b>	<b>Writing</b>	<b>Speaking and Listening</b>	
By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.	When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately.	Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.	