

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 types of texts</i> Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	<i>Text cohesion</i> Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms	<i>Language variation and change</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background
	<i>Concepts of print and screen</i> Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams	<i>Punctuation</i> Recognise that capital letters signal proper nouns and commas are used to separate items in lists	Language for interaction
			<i>Language for social interactions</i> Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
			<i>Evaluative language</i> Identify language that can be used for appreciating texts and the qualities of people and things
Sub-strand	Expressing and developing ideas		Expressing and developing ideas
	<i>Sentence and clause level grammar</i> Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction		<i>Vocabulary</i> Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose
	<i>Visual language</i> Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words		
	<i>Word level grammar</i> Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives		
Sub-strand	Phonics and word knowledge	Phonics and word knowledge	Phonics and word knowledge
	<i>Spelling</i> Learn some generalisations for adding suffixes to words	<i>Spelling</i> Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words	<i>Phonological and phonemic awareness</i> Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution
	<i>Phonic knowledge</i> Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations	<i>Spelling</i> Use visual memory to write high-frequency words and words whose spelling is not predictable from the sounds	<i>Phonological and phonemic awareness</i> Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters
Strand	Literature	Literature	Literature
Sub-strand		Creating literature	Literature and context
		<i>Creating literary texts</i> Create events and characters using different media that develop key events and characters from literary texts	<i>Literature and context</i> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created
Sub-strand		<i>Experimentation and adaptation</i> Build on familiar texts by experimenting with character, setting or plot	Responding to literature
			<i>Expressing preferences and evaluating texts</i> Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences
			<i>Personal responses to the ideas, characters and viewpoints in texts</i> Compare opinions about characters, events and settings in and between texts
Sub-strand	Examining literature		Examining literature
	<i>Features of literary texts</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways		<i>Language devices in literary texts</i> Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs
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> Discuss different texts on a similar topic, identifying similarities and differences between the texts	<i>Creating texts</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose	<i>Listening and speaking interactions</i> Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner
Sub-strand	Interpreting, analysing, evaluating	<i>Editing</i> Reread and edit text for spelling, sentence-boundary punctuation and text structure	
	<i>Reading processes</i> Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting		
	<i>Comprehension strategies</i> Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures	<i>Handwriting</i> Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position	<i>Oral presentations</i> Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props

Mode	Reading and Viewing	Writing	Speaking and Listening
	<p><i>Analysing and evaluating</i> Analyse how different texts use nouns to represent people, places, things and ideas in particular ways</p>	<p><i>Use of software</i> Construct texts featuring print, visual and audio elements using software, including word processing programs</p>	
Achievement Standard			
	<p>Reading and Viewing By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.</p>	<p>Writing Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.</p>	<p>Speaking and Listening Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.</p>