

# Language and Literacy Levels across the Australian Curriculum: EALD Students

**Levels 1 – 6**



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Language and Literacy Levels across the Australian Curriculum: EALD students

<p><b>Composing learning area texts</b></p>	<p><b>Level 1</b> <i>Level 1b: use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people</i></p>	<p><b>Level 2</b> <i>Level 1c use conventional behaviours &amp;/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people</i></p>	<p><b>Level 3</b> <i>Level 1d use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people</i></p>	<p><b>Level 4</b> <b>(End of Reception)</b></p>	<p><b>Level 5</b> <b>(End Year 1)</b></p>	<p><b>Level 6</b> <b>(End Year 2)</b></p>
<p><b>Oral interactions</b></p> <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships and to prepare for creating texts</li> </ul>	<p>Demonstrates anticipation of routines and follows single simple instructions when strongly directed and supported with modelling and gestures: 'Sit'</p> <p>Begins to respond to the most basic 'wh' questions: 'What is your name?'</p> <p>Responds in basic spoken formulaic exchanges of one or two turns with familiar people:</p> <ul style="list-style-type: none"> <li>greet in formulaic way: <i>Good morning</i> and</li> <li>responds to next turn 'How are you?' with a non-verbal response: <i>a smile or other facial movement</i></li> </ul> <p>Engages with whole class reading/viewing/singing of familiar texts by for example attending to pictures and joining in any actions or chorusing copying actions and mouthing words or echoing peers</p>	<p>Responds appropriately to tone of voice: 'Well done'; 'Don't!' and when key words are <u>stressed</u> in context: 'Look in your <u>tray</u>'</p> <p>Responds to limited range of 'wh' questions: 'Where did you come from?'; 'How old are you?'</p> <p>Responds in basic spoken formulaic exchanges of two or three turns:</p> <ul style="list-style-type: none"> <li>makes a greeting and responds</li> <li>provides comment: <i>I got a new jumper; he sad</i></li> </ul> <p>Participates in short, simple texts with repeated, memorisable items: rhyme/raps/chorus; lists of numbers; days of week</p>	<p>Follows instructions with less dependence on non-verbal elements in context and demonstrates understanding of simple written and/or visual commands such as signs in public places: No running; or in the classroom, indicating instructions for routine activities: Cut, Write your name</p> <p>Understands and responds to basic intonation patterns of questions: What do you think this book is going to be about? <i>A monkey, a rabbit and a bear; What happens during the hot season? Fire burns, sit in the shade and swim/ Where do you swim? On the dam</i></p> <p>Initiates basic spoken exchanges involving two or three turns and participates in short, almost formulaic exchanges and, if possible to memorise segments, slightly longer spoken texts: buying food at the canteen</p> <p>Participates in simple group activities involving spoken language accompanying action: dance, games, making simple things, basic science or maths activities</p>	<p>Understands familiar brief, one and two step instructions and commands with less dependence on non-verbal or visual elements.</p> <p>Understands a range of statements linked to immediate context: I'll show you the title. We go right to the front. It says 'Jet the little robot'. That's the title. It tells us a little bit about the book</p> <p>Responds to a small range of brief questions: yes/no: 'Do you want to come?' and "wh" questions: How does your animal move?; <i>It has legs. Why do you like that page/ character? because I like it; because he is strong; What's going to happen in the story do you think? She's going to buy a new toy</i></p> <p>Engages in short predictable spoken exchanges relying less on memorised texts with some confidence:</p> <ul style="list-style-type: none"> <li>shares likes/dislikes</li> <li>recounts a shared experience</li> <li>short pair, small group and class discussions related to learning area topics or to prepare for creating texts: think, pair, share</li> </ul>	<p>Understands a wide range of less formulaic commands and questions if meaning clear through gesture, visual support and key words <u>stressed</u>: 'Make sure you bring your <u>consent form tomorrow</u>'</p> <p>Understands a range of statements related to a field of study: 'The tadpole grows its hind legs before its front legs' and with scaffolding expresses similar statements</p> <p>Responds to a range of longer 'wh' questions: Can you tell me what seasons we have? <i>Hot season and dry season. Are there any changes we know happen every year? There's time for bush potato, flower, coconut, time for bush tomatoes.</i></p> <p>Participates with confidence in shared oral texts giving comments on personal experience: What part of the story do you think couldn't really happen? <i>The hen can't go the house everyday. Why? Because it could get too tired; How old is your Granpa's teddy? He's older than me and my Mum</i></p>	<p>Understands two to three or four step instructions for undertaking learning tasks with little dependence on non-verbal elements in context</p> <p>Understands key information and responds to questions about learning area topics: What am I riddles to identify shapes in Maths, identifying location in Geography and details of setting in a narrative</p> <p>Participates in casual everyday conversation about familiar topics with familiar people and group/class discussion using familiar structures eg sharing ideas for conducting an investigation; to generate ideas or make editing suggestions for a jointly composed text</p>

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<p><b>Composing learning area texts</b></p>	<p><b>Level 1</b> <i>Level 1b: use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people</i></p>	<p><b>Level 2</b> <i>Level 1c use conventional behaviours &amp;/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people</i></p>	<p><b>Level 3</b> <i>Level 1d use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people</i></p>	<p><b>Level 4</b> <b>(End of Reception)</b></p>	<p><b>Level 5</b> <b>(End Year 1)</b></p>	<p><b>Level 6</b> <b>(End Year 2)</b></p>
<p><b>Oral interactions &amp; presentations</b></p> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts</li> <li>plan and deliver short presentations related to learning area topics</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships and to prepare for creating texts</li> <li>plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements</li> </ul>	<p>Uses single words but relies on actions to make meaning: <i>Book</i></p> <ul style="list-style-type: none"> <li>as a statement meaning 'This is my book'</li> <li>as a question meaning 'Where is my book?'</li> <li>as a command meaning 'Give my book back'</li> </ul> <p><i>Yes/No/More/No more</i></p> <ul style="list-style-type: none"> <li>to refuse or reject an object/offer</li> <li>to express a preference</li> <li>to request continuation of activity; something new</li> </ul> <p>Pronounces only the most familiar words and phrases comprehensibly</p>	<p>Uses 2 or 3 key words with stress and gesture to express basic speech functions:</p> <ul style="list-style-type: none"> <li>statement: <i>He go toilet</i> for 'He went to the toilet'</li> <li>question: <i>My turn?</i> for 'Is it my turn?'; <i>You Sister?</i> for 'Have you got a sister?' or 'Is this your sister?'</li> <li>command: <i>Me ball</i> for 'Give me the ball'</li> </ul> <p>Pronounces comprehensibly frequently used words and phrases</p>	<p>Expresses statements, questions and commands in basic ways, using key words and relying on tone, intonation and actions:</p> <ul style="list-style-type: none"> <li>statement: <i>This my pencil; No understand; ... then I've got that much far to go</i> (arms outstretched to indicate distance)</li> <li>question: uses a limited range of yes/no questions: <i>You got my ball?</i></li> <li>command: <i>Sit here</i></li> </ul> <p>Participates with intensive support in texts such as morning talks, simple personal recounts and small group work to:</p> <ul style="list-style-type: none"> <li>comment on people, events and objects in the past, present and future: <i>Boy is sad</i></li> <li>ask questions</li> <li>to convey knowledge about learning area topics</li> </ul> <p>Pronounces most frequently used words, groups and phrases comprehensibly and with mostly appropriate tone and stress</p>	<p>Shows developing control of statements, questions and commands with basic structures:</p> <ul style="list-style-type: none"> <li>statement: <i>I eat eggs</i></li> <li>question: <i>Is it lunch yet?</i></li> </ul> <p>command: <i>Push it</i></p> <p>With reliance on modelling and scaffolds, gives very short presentations related to learning area topics (eg favourite book character or 'My special place') and responds to teacher questions</p> <p>Pronounces most frequently used words and phrases comprehensibly and attempts to pronounce some less familiar words, repeating if necessary</p>	<p>Express statements, questions, commands and offers, with some accuracy</p> <ul style="list-style-type: none"> <li>shows control of formulaic yes/no questions: <i>Do you like chocolate?</i></li> <li>developing control of wh-questions: <i>Where you buy it?</i></li> </ul> <p>commands using common vocabulary: <i>Don't push in front</i></p> <p>Presents with support a small range of short, simple oral presentations on familiar or everyday personal and learning area topics eg ideas on how to look after and share an important place or comparing a toy of theirs to one of their grandparents</p> <p>Uses pronunciation that increasingly approximates Australian English</p>	<p>Chooses basic ways of expressing statements, questions, offers and commands with greater accuracy:</p> <ul style="list-style-type: none"> <li>uses a range of yes/no questions: <i>Have you got my book?</i></li> <li>uses a small range of 'wh' questions with varying degrees of accuracy: <i>Where did you go in the holidays?; What happened to your mother before you're here? (sic); What thing will you like to do on the 10 week of school? (sic)</i></li> </ul> <p>Presents with increasing confidence a small range of longer oral presentations on personal and learning area topics; incorporating some visual elements such as a poster they have made or photos taken to show sequence of events in carrying out a task</p> <p>Uses a number of strategies to pronounce a range of less familiar words, including changing the stress pattern of the word</p>

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<p><b>Using visuals in multimodal texts</b></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>compose short learning area texts, with support, to record and report ideas and events, incorporating drawing and other visual knowledge</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>compose and edit a small range of learning area texts, incorporating illustrations and simple graphics</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>	<p>Relies on gestures and/or visual images to convey meanings in spoken texts relating to immediate context</p> <ul style="list-style-type: none"> <li>expresses a preference by pointing to an image/object; circles a sad or happy face next to images; or draws a picture of their favourite character/place/activity</li> </ul>	<p>Communicates in spoken texts using visual images and gestures to convey more complex meanings or when context is not immediately present:</p> <ul style="list-style-type: none"> <li>uses pictures to show how s/he came to school</li> <li>sequences and relies on photos taken during a recent event or shared experience eg Sports Day or class excursion to talk about elements of it</li> <li>uses pictures from a book or stills from a video to attempt a basic retell of a very familiar story</li> </ul>	<p>Begins to draw basic diagrams and maps relating to the learning context eg map of layout of classroom</p> <p>Draws or selects pictures to:</p> <ul style="list-style-type: none"> <li>comment on people, events and objects in the past, present and future and to ask questions eg draws and sequences pictures of self as a baby, toddler and school student and use them to tell their story of growing up</li> <li>convey knowledge about learning area topics: sort/draw objects in tables or mind maps to show features</li> </ul>	<p>Constructs simple drawings, diagrams and graphs which carry much of the meaning, supported by brief accompanying written text (eg basic life cycle of a frog, graph of number of family members; labelled drawing of local playground; simple timeline of events in familiar story; <b>Venn diagrams</b> to show similarities and differences</p>	<p>Uses photos and drawings to express ideas, often relying on them to carry a large part of the meaning, with their brief written text supporting or extending the meanings made in the visuals</p> <p>Represents a 3D model with a drawing and uses arrows to indicate direction and path of movement. Uses it to support oral directions</p> <p>Draws number lines and draws objects to visually represent a mathematical problem</p>	<p>Includes own drawings, and simple labelled diagrams as illustrations to express ideas and extend written information in texts eg to support explanations</p> <p>Selects and pastes in images of relevant objects to support meaning in texts created on computer</p> <p>Uses tables and simple graphs to record findings</p> <p>Draws a simple 'bird's-eye view' map using a grid reference and uses it to create written instructions of how to get from one point to another eg on school grounds</p>
<p><b>Written texts</b></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>compose short learning area texts, with support, to record and report ideas and events, incorporating early writing knowledge</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>compose and edit a small range of learning area texts, incorporating known topic information and familiar language structures</li> </ul>	<p>Copies a strictly limited range of very short, basic examples of Standard Australian English in highly structured contexts with support:</p> <ul style="list-style-type: none"> <li>copies words and short sentences relating to immediate context and/or visuals</li> </ul> <p>May 'play' write: writes random letters and symbols Forms a few identifiable letters</p> <p>Writes predominantly left to right</p>	<p>Copies and collaboratively constructs with teacher a strictly limited range of very short basic examples Standard Australian English:</p> <ul style="list-style-type: none"> <li>copies short sentences scribed by teacher</li> <li>uses cards of common words and phrases to construct own sentence to then copy</li> <li>labels pictures of items relevant to immediate context</li> </ul> <p>Forms mostly identifiable letters Writes predominantly left to right and top to bottom</p>	<p>With a high degree of visual and teacher scaffolding, constructs components of elementary genres, relying heavily on modelled texts</p> <ul style="list-style-type: none"> <li>writes simple phrases to describe and accompany provided visual materials (tables illustrations, diagrams.)</li> <li>writes 2 or 3 phrases about themselves</li> </ul> <p>Organises visual and basic written information in logical order Forms identifiable letters Mostly uses spaces between words</p>	<p>With a high degree of reliance on visual support and modelled texts, constructs very short (3-5 short sentences) elementary examples of a very limited range of basic genres, in which they present ideas in simple logical order</p> <p>Mostly uses accurate letter formation</p> <p>Consistently uses spaces between words and return sweep when writing</p>	<p>With support, constructs familiar learning area genres with some confidence. Their texts increase in length (4-6 longer sentences: half to full page, depending on size of script) as they begin to include a little more detail and elaboration</p> <p>Uses accurate letter formation and mostly uniform size</p>	<p>Constructs with some confidence examples of a limited range of genres as appropriate to Year 2 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they use:</p> <ul style="list-style-type: none"> <li>known topic information</li> <li>familiar, mostly spoken-like language structures</li> <li>accurate letter formation and uniform size</li> </ul>

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Text knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Organisational structures of learning area texts</b></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support</li> </ul> <p>By the end of Year 2 students use:</p> <ul style="list-style-type: none"> <li>knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with teacher support</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>	<p><b>Procedure/Retell/Narrative Retell:</b> sequences pictures of known story or a familiar activity</p> <p><b>Description:</b> Copies words to label pictures</p>	<p><b>Procedure:</b> organises visuals in sequential order</p> <p><b>Retell/Narrative Retell:</b> draws pictures of a setting and a sequence of events. Retells known story/event by naming visuals</p> <p><b>Description:</b> Labels drawings of items relevant to immediate context</p>	<p><b>Procedure:</b> matches objects with the word and draws pictures of objects needed; sequences pictures to wording or numbering of steps; names action in each step</p> <p><b>Retell/Narrative Retell:</b> orally retells events, supported by visuals and includes a brief orientation of who, what, where, when; relying heavily on models, attempts to write a brief personal recount, containing a time phrase as orientation and a few simple events; attempts a simple retell of a story drawing 3 pictures and giving 3 simple statements to represent the beginning, middle and end of the story</p> <p><b>Description:</b> relying heavily on models, writes two or three things about him/herself that relate to appearance, family or home</p> <p><b>Response:</b> answers simple questions about main characters/main ideas in a short familiar well-illustrated text; draws their favourite part of a story and says/writes a simple sentence about it</p>	<p><b>Procedure:</b> relying on modelled texts and writing framework, constructs simple procedure of familiar activity; organises method in sequence</p> <p><b>Retell/Narrative Retell:</b> with support of photos, pictures and/or own drawings: recounts personal events; writes simple statements of observation in Science; or retells well known stories. Includes a simple orientation and organises events according to time.</p> <p><b>Description/Report:</b> sorts information under headings; draws pictures and writes several pieces of information about an object or a living thing; writes simple statements of comparison in Maths</p> <p><b>Explanation:</b> sequences visuals of a familiar event in the natural world eg flower growing; draws pictures and gives a simple oral explanation</p> <p><b>Exposition (Argument):</b> relying heavily on modelled texts, writes a statement of position, one or two reasons in support and restates position</p> <p><b>Response:</b> demonstrates understanding of short, illustrated text or performance, orally and/or with drawing and accompanying sentence/s: identifies favourite character and/or part of the story and states why.</p>	<p><b>Procedure:</b> using a template records goal, ingredients and/or utensils and steps using subheadings</p> <p><b>Retell/Narrative Retell:</b> begins to add detail to orientation and occasionally adds a brief reorientation or evaluation/ resolution</p> <p><b>Description/Report:</b> writes several sentences of logically ordered information; matches information to subheadings, a series of photos or questions provided as writing frameworks</p> <p><b>Explanation/Science Investigations:</b> orally names key events in sequence; completes investigation template with single words, ticks or circling; records results in a sentence.</p> <p><b>Exposition (Argument):</b> based on modelled texts constructs a simple statement of position, with one or two brief reasons and restates position</p> <p><b>Response:</b> responds personally to a performance or an illustrated story that has been read aloud: draws a picture and writes a sentence or two about how they felt about a character or key event in the story/performance</p>	<p><b>Procedure:</b> independently composes simple texts with goal, ingredients/utensils and steps, using sub-headings</p> <p><b>Retell:</b> adds a brief evaluation in personal recounts; writes simple procedural recounts of steps in a process in sequence and simple observational recounts over a series of days/weeks; begins to construct elementary historical recounts, drawing pictures, and annotating simple timelines or web diagrams</p> <p><b>Narrative:</b> begins to write own brief texts with simple setting, storyline and attempted ending and simple brief narratives built around historical events</p> <p><b>Description:</b> writes simple descriptions of historical people and places; tentatively uses a simple introductory sentence:</p> <p><b>Report:</b> begins to use subheadings to construct short text covering a few aspects or characteristics</p> <p><b>Explanation:</b> constructs brief sequential explanations with logically ordered events, to support visual representation of each stage (eg flowchart)</p> <p><b>Exposition (Argument):</b> constructs brief introduction and series of points/reasons (3-5) with little or no elaboration to support them</p> <p><b>Response:</b> answers scaffolding questions to state main idea or message of book/performance, or recall a range of literal facts; comments on a small range of inferences eg what the character thinks/feels at key points of the story/performance</p>

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Text knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Text cohesion</b></p> <ul style="list-style-type: none"> <li>• <b>Foregrounding</b> <ul style="list-style-type: none"> <li>○ text and paragraph openers, including headings, sub-headings</li> <li>○ text connectives</li> <li>○ sentence openers</li> </ul> </li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>• use beginning knowledge of how language is used to comprehend and compose written texts with support</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>• use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> <p>Note: While it is important to teach about synonyms, antonyms, word repetitions and associations as language choices that help make a text cohesive, they are not included in these levels as they are reflected in, and therefore taken into account, in a student's range and control of words, word groups and vocabulary.</p>			<p>Relying heavily on modelled texts, uses simple and repetitive sentence beginnings.</p> <ul style="list-style-type: none"> <li>• copies or writes a single sentence beginning with a personal pronoun: <i>I am fishing; My family celebrates Easter</i></li> <li>• uses topic as repetitive sentence opener: <i>The wolf look like dog; The wolf live in Albania; The wolf eat mouse; Barty new hat; Barty's hat got stolen; Barty's hat cumd back</i></li> </ul>	<p>Based on modelled texts uses formulaic resources to begin a text:</p> <ul style="list-style-type: none"> <li>• begins a recount with circumstance of time: <i>On the weekend; On Saturday</i></li> </ul> <p>Uses repetitive beginnings of sentences in own writing, frequently personal pronouns</p>	<p>Relies on formulaic openers to begin a text:</p> <ul style="list-style-type: none"> <li>• in a small range of spoken exchanges, relies on memorising some of the initiating phrases: <i>Hello; Can I please have...</i></li> <li>• begins retell of narrative with a circumstance of time: <i>One day; Once upon a time</i></li> </ul> <p>Uses a narrow range of formulaic/patterned sentence openers. Foregrounds:</p> <ul style="list-style-type: none"> <li>• action (doing) verbs in procedures and protocols: <b>Do not walk in the bushes; Do not block the stream with rubbish</b></li> <li>• 1 or 2 basic very short phrases of time and place in recounts: <i>On Chinese New Year; After lunch</i></li> <li>• name of person/thing that is the topic of a description/report</li> </ul>	<p>Uses a limited number of features to structure and organise a text:</p> <ul style="list-style-type: none"> <li>• uses a small range of formulaic initiating and closing phrases in short spoken texts <i>Good morning; Today, I'm going to talk about ...; Any questions or comments?</i></li> <li>• with support uses simple sub-headings in information report: <i>Size; Food; Habitat;</i> and in procedure: <i>You need; What to do</i></li> <li>• uses a narrow range of text connectives to signal stages in text or to show logical connections between paragraphs and sentences: <i>Then; Now; Also; So</i></li> </ul> <p>Uses a narrow range of sentence openers. Foregrounds</p> <ul style="list-style-type: none"> <li>• action (doing) verbs in procedures</li> <li>• 2-3 circumstances of time at key stages of recounts, narratives and explanations: <i>Today; This morning; Two weeks ago; One very stormy night, After two months, After a while</i></li> <li>• name or pronoun to refer to person/thing that is the topic of a description/report</li> </ul>

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Text knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Text cohesion (cont)</b></p> <ul style="list-style-type: none"> <li>• <b>Reference</b> (pronouns and substitution)</li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>• use beginning knowledge of how language is used to comprehend and compose written texts with support</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>• use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>		<p>Uses one or two examples of pronoun reference: <i>I; he</i></p>	<p>Uses most basic pronouns accurately most of the time: <i>I; he; we; it; you; my</i></p>	<p>Uses a small range of reference items accurately some of the time</p> <ul style="list-style-type: none"> <li>• possessive pronouns: <i>my; their; your; his; her; our</i></li> <li>• third person pronouns: <i>it; they; he; she; him; her</i></li> <li>• demonstrative pronouns: <i>this</i> (pointing to object)</li> </ul>	<p>Uses a limited range of language resources to help make a text cohesive:</p> <ul style="list-style-type: none"> <li>• uses a greater range of pronouns: <i>I; me; my; we; they; them; you; he; his; him; it</i></li> </ul> <p>accurately most of the time to refer to people and objects: <i>People give us red envelopes. They have coins in them</i></p>	<p>Uses a narrow range of language resources that help make a text cohesive:</p> <ul style="list-style-type: none"> <li>• mostly accurate use of pronouns to refer to people and objects</li> <li>• begins to use substitution: <i>It did go slow. Well my <b>one</b> did.</i></li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

Grammar Knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Sentence structures</b></p> <ul style="list-style-type: none"> <li>• <b>Simple</b></li> <li>• <b>Compound</b> coordinating (linking) conjunctions</li> <li>• <b>Complex</b> subordinating (binding) conjunctions</li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>• use simple sentences to record ideas and events with emerging knowledge of word order</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>• use simple and compound sentences to record observations, and make connections between ideas</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>	<p>Speaks/writes (copies) 1 or 2 word groups/phrases: <i>me, book</i></p>	<p>Begins to string words together to approximate a simple sentence in spoken texts: <i>I go Kim house</i></p>	<p>Begins to compose simple sentences to record and report events with varying accuracy and relying on repetitive structures: <i>The wolf look like dog; The wolf live in Albania; The wolf eat mouse; Barty new hat; Barty's hat got stolen; Barty's hat cumd (sic = came) back</i></p> <p>Begins to link ideas in a text with the simplest coordinating (linking) conjunction <b>and</b></p> <ul style="list-style-type: none"> <li>• in very basic written texts relying on learned words/patterns: <i>On Sunday I went to school and I went to church and I went to shop</i></li> <li>• in simple spoken texts relying on words/phrases from studied book/topic: <i>I think the robbers get from jail and break all the metal bars and break out of jail and a policeman comes along to get them</i></li> </ul> <p><b>May begin to use because</b> to compose incomplete sentence (dependent clause only) in response to question: Why do you think that? <i>because sometimes robbers sometimes rob</i></p>	<p>Composes mostly complete simple sentences that may include a <b>circumstance</b>: <i>On Saturday I went shopping. After I played with my brother. We played chasey. On Wednesday we go to library; He got him out of the dam</i></p> <p>Begins to compose compound sentences with varying accuracy, linking ideas with the simplest coordinating (linking) conjunctions: <b>and, and then</b>:</p> <ul style="list-style-type: none"> <li>• in longer strings in spoken texts: <i>I can do a flip into the pool and I play stuff with my sister and my sister has a mermaid and I throw it in the water and then I get it</i></li> <li>• joining two clauses in written texts: <i>After, I brushed my teeth and I went to bed; It got two leaves and then it got a flower</i></li> </ul> <p>Uses <b>because</b> to compose an incomplete sentence (a dependent clause only) in response to a question: What makes you think that? <i>because most times it happens; Why did it move that way? because its round</i></p>	<p>Composes mostly accurate simple sentences, with a short noun group as participant: <i>It has a round body; He has a red cape; and/or a circumstance at the end of the sentence: I am at the beach; Kids used to sit in rows of tables</i></p> <p>Composes compound sentences formed by a small range of coordinating (linking) conjunctions with varying accuracy: <b>and, and then, but, so</b>: <i>I didn't like it and it made me sad. They saw Queenie in the lake and then they took her home. Kaitlin's mum and dad didn't think it was right so they took it to the farm; I thought the sound would be the loudest but it was the softest.</i></p> <p>Begins to compose complex sentences using one of the most common subordinating (binding) conjunctions: <i>because: I chose the very hungry caterpillar because I like curly caterpillars</i></p> <p>May begin to use the simplest non-finite clauses, using 'to + verb' (meaning 'in order to + verb'): <i>I used a number line to help me count; I went to the shops to buy some lollies.</i></p>	<p>Composes simple sentences with short noun groups and one or two <b>circumstances</b>: <i>Keep going south, to the trees; On Wednesday 27<sup>th</sup> of June our class, room 3 went to Kings Park</i></p> <p>Composes compound sentences formed by a range of coordinating (linking) conjunctions: <b>and, and then, but, or, so</b>: <i>Go round the seat and go south; A square is like a diamond but it ...; I wanted to go in so I tried to open the door; Some have more air or they ...; We put potting mix in and then...</i></p> <p>Composes complex sentences with varying accuracy using:</p> <ul style="list-style-type: none"> <li>• 2 or 3 different common subordinating (binding) conjunctions: <b>because, when, after, if, so (meaning so that)</b>: <i>When we got to school, ...; A tissue box is a rectangle because ...; People go to school so they can learn; If we do not have fresh water, ...</i></li> <li>• simple non-finite clauses ('to + verb' meaning 'in order to + verb'): <i>she followed the thief to get the bag; the fairy cast a spell to make him happy</i></li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

Grammar Knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• <b>Sentence level:</b> capitals to begin and full stops, question marks or exclamation marks to end</li> <li>• <b>Basic punctuation:</b> <ul style="list-style-type: none"> <li>○ capitals for proper nouns</li> <li>○ commas in lists</li> </ul> </li> </ul> <p>Note: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i> does not include reference to punctuation. The information included here corresponds to The Australian Curriculum: <i>English</i></p>			<p>Experiments with capital letters and full stops. For example may use capital to begin text and full stop to end, or may use a full stop at the end of every line</p>	<p>Uses lower case appropriately most of the time</p> <p>Begins to use capitals to begin sentences and full stops to end (1 or 2 sentences with punctuation at beginning and end)</p>	<p>Uses capitals to begin sentences and full stops to end with varying accuracy (50% - 79% correctly punctuated)</p> <p>Begins to use capitals for proper names with varying accuracy: <i>Captain hairy</i> <i>Legs (sic = Hairy)</i></p>	<p>Mostly uses full stops accurately and begins to use question and exclamation marks with some accuracy (at least 80% correctly punctuated)</p> <p>Mostly uses lower and upper case accurately</p> <ul style="list-style-type: none"> <li>• mostly uses capital letters to begin sentences</li> <li>• mostly uses capital letters accurately for proper nouns: <i>Captain Black Patch was in a boat called the Pinky Winky</i></li> </ul> <p>Begins to use commas in lists</p>

Grammar Knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Words and word groups</b></p> <ul style="list-style-type: none"> <li>Verbs and verb groups/phrases                             <ul style="list-style-type: none"> <li>representing different processes (doing, sensing, saying, relating)</li> <li>tense</li> <li>subject/verb agreement</li> </ul> </li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>recognise that texts are made up of words and groups of words that make meaning</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</li> </ul> <p>From: The Australian Curriculum: Literacy continuum across stages of schooling</p>	<p>Understands a narrow range of action verbs expressing:</p> <ul style="list-style-type: none"> <li>common activities: sit, run, kick, sing, cry, laugh</li> </ul>	<p>Understands a small range of verbs expressing common actions: stand, pack up.</p> <p>Begins to use a very limited range of verbs expressing common actions as single words or part of 2-3 word phrases in response to questions: <b>eat; cooking; my mum buy for me; go Grandma's house; cutting the grass</b></p>	<p>Uses a limited range of verbs to express processes of:</p> <ul style="list-style-type: none"> <li>doing: <i>he walk; he sit; he look; he come to school; he make some boat; he put some fish; I play with Kaihla</i></li> </ul> <p>Begins to use a very limited range of verbs to express:</p> <ul style="list-style-type: none"> <li>sensing: <i>he wants it</i></li> <li>relating: <i>it was fun; the bell is fatter; these things are shorter</i></li> </ul> <p>Begins to use, with limited control and consistency:</p> <ul style="list-style-type: none"> <li>simple past tense for common actions: <i>opened; hopped; went</i></li> <li>simple future for common actions: <i>will get</i></li> </ul> <p>Attempts to express negative form of verbs: <i>I no catch them; they go not anymore; I not good English</i></p>	<p>Uses a narrow range of verbs to express processes of:</p> <ul style="list-style-type: none"> <li>doing: <i>it draws; Santa gives presents; build a snowman; drink hot chocolate; watching TV; they jumped; it rolls</i></li> <li>sensing: <i>I think kittens are the best pet; I like it</i></li> <li>relating: <i>I am a baby; they are round; my plant was a seed; it has legs;; it is flat</i></li> </ul> <p>Demonstrates some control of simple tenses:</p> <ul style="list-style-type: none"> <li>present: <i>has; like; gives</i></li> <li>past: <i>was; walked; said; played: brushed; had</i></li> <li>future: <i>I'll get; the shoe is going to be cold</i></li> </ul> <p>Overgeneralises rule of adding 'ed' for past tense with common irregular verbs: <i>growed</i> for grew; <i>heard</i> for heard</p> <p>Inconsistent tense in a compound sentence: <i>I drink hot chocolate in bed and watching TV</i></p> <p>Begins to use, with limited control, a small range of complex verb groups using:</p> <ul style="list-style-type: none"> <li>negatives: <i>I don't know;</i></li> <li>modals: <i>we can swim</i></li> </ul>	<p>Uses a small range of verbs to express processes of:</p> <ul style="list-style-type: none"> <li>doing: <i>he steals kids; water froze; I ride my bike; the dove flew down; pecked his foot</i></li> <li>sensing: <i>I think the elephant is cool; I didn't like it</i></li> <li>saying: <i>I said I was sitting near the teacher</i></li> <li>relating: <i>I am ; my boxes are different; it was the softest; I have 4 candles; it made me sad</i></li> </ul> <p>Demonstrates control of simple tenses for most common regular and some irregular verbs:</p> <ul style="list-style-type: none"> <li>present: <i>eat; bring</i></li> <li>past: <i>landed; pecked; watched; came; used to sit (by themselves)</i></li> <li>future: <i>I'll invite; I'll give; I'll make; it will die</i></li> </ul> <p>Inconsistent control of some less common irregular verbs: <i>throwed</i> for threw; <i>He hold (sic = held) it in a special way.</i></p> <p>Demonstrates some control of complex verb group using:</p> <ul style="list-style-type: none"> <li>multi-word verb groups: <i>his friends tried to help</i></li> <li>negatives: <i>I didn't like it; it doesn't have a name; do not walk on the grass; I can't see any</i></li> <li>modals: <i>it can walk; I can ride; I can't see any</i></li> </ul>	<p>Uses wider range of verbs to express processes of:</p> <ul style="list-style-type: none"> <li>doing: <i>cast a spell; melt chocolate; chicks crawl; arrived; might escape</i></li> <li>sensing: <i>the boy thinks ...; no-one liked him; he loved it; I chose it</i></li> <li>saying: <i>he is telling her</i></li> <li>relating: <i>a wombat looks like a small bear; a boat called the Pinky Winky</i></li> </ul> <p>Demonstrates control of simple tenses for a small range of verbs:</p> <ul style="list-style-type: none"> <li>including past tense form of most common irregular verbs: <i>did; saw; took; ate</i></li> <li>may still lack control of less common irregulars: <i>brang</i> for brought</li> </ul> <p>Begins to gain control of complex verb groups using:</p> <ul style="list-style-type: none"> <li>elaborated tenses: <i>they were running; we are using it; he is digging; with some inconsistency: have grow; the world is having more people</i></li> <li>multi-word verb groups: <i>he loved to dance; we need to change; keep going; is trying to tell me; it starts off</i></li> <li>negatives: <i>if we do not have fresh water, we will not survive</i></li> <li>modals: <i>the plant can get water; it did float</i></li> </ul>
	<p>Demonstrates limited and inconsistent control of subject-verb agreement.</p>			<p>Demonstrates generally consistent control of subject verb agreement with simple, everyday, subjects and for a small range of verbs. <i>I am; they are; it was; I have; it draws</i></p>		

Grammar Knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Words and word groups (cont)</b></p> <ul style="list-style-type: none"> <li>• <b>Adverbs, adverb groups/phrases and prepositional phrases</b> to express the circumstances surrounding happenings and states                             <ul style="list-style-type: none"> <li>○ place</li> <li>○ time</li> <li>○ accompaniment</li> <li>○ manner (quality and means)</li> </ul> </li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>• recognise that texts are made up of words and groups of words that make meaning</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>• recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>		<p>Understands very basic prepositions and phrases expressing circumstances of place: on the table; inside; outside; in the box</p> <p>Begins to use the most basic prepositions to express circumstances of place or time: <b>on</b> Sunday; <b>on</b> chair; <b>in</b> bag; <b>in</b> beach; <b>to</b> shop; <b>to</b> home</p>	<p>Uses very basic phrases to express circumstances of place and time: with varying accuracy: <i>he walk <b>in the jungle</b>; he pass <b>in the big tree</b>; he sit <b>on the ground</b>; he put some fish <b>on the boat</b>; he look <b>to the water</b>; he come <b>to school</b>: On Saturday we go to shop; on lunchtime I have rice</i></p>	<p>Uses a limited range of basic phrases to express the circumstances of events with greater accuracy:</p> <ul style="list-style-type: none"> <li>• place: <i>under the table; in bed; to school; at the beach; out of the dam</i></li> <li>• time: <i>on the weekend; after the game</i></li> <li>• accompaniment: <i>with my dog</i></li> </ul>	<p>Uses a narrow range of adverbs and phrases to express circumstances of events with greater frequency and accurately most of the time:</p> <ul style="list-style-type: none"> <li>• place: <i>at the front; on the ground; inside it; through the playground; over the bridge; in their pouches; under a rock</i></li> <li>• time: <i>on Chinese New Year; last Sunday; at night time; for 6 weeks</i></li> <li>• accompaniment: <i>with my sister</i></li> <li>• manner:                             <ul style="list-style-type: none"> <li>○ quality: <i>my car goes <b>fast</b>; we sit <b>in table groups</b></i></li> <li>○ means: <i>with his bat; with its legs</i></li> </ul> </li> </ul>	<p>Uses a small range of adverbs and phrases to express circumstances of events, sometimes including two circumstances in a sentence:</p> <ul style="list-style-type: none"> <li>• place: <i>into the bowl; from the ground; on the right hand side off the island</i></li> <li>• time: <i>on Tuesday 27<sup>th</sup> April; today; two weeks ago; one very stormy night; in the start</i></li> <li>• accompaniment: <i>with my friend</i></li> <li>• manner:                             <ul style="list-style-type: none"> <li>○ quality: <i>suddenly; slowly; into small pieces; like a platypus</i></li> <li>○ means: <i>by bus</i></li> </ul> </li> </ul>

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<p><b>Words and word groups (cont)</b></p> <ul style="list-style-type: none"> <li><b>Nouns and noun groups/ phrases</b> <ul style="list-style-type: none"> <li>o plurals</li> <li>o articles: indefinite (a/an) and definite (the)</li> </ul> </li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>recognise that texts are made up of words and groups of words that make meaning</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p> <ul style="list-style-type: none"> <li><b>Nominalisations</b></li> </ul>	<p>Identifies basic personal details: <i>name</i>, when written or said aloud</p> <p>Identifies in spoken texts familiar, concrete vocabulary: <i>desk; chair; book; pen</i>, supported either by pictures or by the object being a tangible part of the context</p>	<p>Gives basic personal details in response to question: <i>where were you born?</i></p> <p>Identifies, when spoken, familiar nouns not in immediate context:</p> <ul style="list-style-type: none"> <li>identifies: <i>toilet; mother; office; jumper</i></li> <li>recognises teacher's name amongst others</li> <li>discriminates between some similar objects: <i>table and desk</i></li> </ul> <p>With support of concrete objects, visuals and gestures, uses a small range of everyday nouns to express immediate interests or needs related to:</p> <ul style="list-style-type: none"> <li>body parts: <i>ear; teeth</i></li> <li>family: <i>mum; father</i></li> <li>school: <i>book; pencil; lunch; bus; hat; girl; boy; table</i></li> <li>home and community: <i>car; house; room; television; grass; beach</i></li> </ul> <p>May begin to occasionally use articles: <i>a car, the grass</i></p> <p>Begins to use numbers, colours and size as isolated words to answer questions and describe objects: <i>one; blue; big</i></p>	<p>Uses a growing range of everyday nouns in a variety of contexts</p> <p>May still lack vocabulary to name items and use generalised terms: <i>the things; lots of these things</i></p> <p>Begins to add 1 or 2 words to the noun to expand noun groups with varying accuracy and using a very limited vocabulary to add in number, colour and/or size: <i>one boy; lots of food; all children; pink ears; a little fish; the big tree; some little fish; long tail</i></p> <p>Begins to use plural form (eg adds 's/es'): <i>ears; animals; fishes</i></p> <p>Uses articles some times, though not necessarily correctly</p>	<p>Composes a small range of simple noun groups of 2 or 3 words, adding 1 or 2 elements to the noun:</p> <ul style="list-style-type: none"> <li>pointers: <b>a flower; the donkey; my plant; our new toys; its body; their world</b></li> <li>numbers: <b>two leaves; 3 sides; 4 corners; one head</b></li> <li>describers (primarily colour, size and shape): <b>a special dinner; our new toys; an orange body; thin legs; my favourite character</b></li> <li>classifiers: <b>a fairy party; hot chocolate; snowball fights; the lion dance; Aboriginal stories; bean seeds; birthday card</b></li> </ul> <p>Uses 's' form of the plural with more consistency and begins to use the irregular form for familiar words e.g. <i>brushes; children</i> but not less common: <i>mouses</i></p> <p>Generally uses articles where required but may often choose incorrect article: <i>Dunbi has a orange body</i></p>	<p>Composes a wider range of short noun groups, choosing from a growing vocabulary to add one or two elements:</p> <ul style="list-style-type: none"> <li>numbers: <b>all the birds; three bananas; lots of babies; two of our dolls</b></li> <li>describers (primarily colour, size and shape): <b>red envelopes; a round body; a sharp twig; lots of green leaves; tall buildings</b></li> <li>classifiers: <b>the lion dance; the dragon dance; sticky dates; the lolly jar; my eye colour; street lights; palm trees bush tomato</b></li> </ul> <p>Demonstrates greater control of the plural for regular and irregular words: <i>teeth; people</i></p> <p>Uses definite and indefinite articles appropriately with more consistency: <i>My Grandpa had a toy car; He played with it in the dirt</i></p>	<p>Composes short noun groups and begins to use more precise/technical vocabulary:</p> <ul style="list-style-type: none"> <li>key nouns: <i>crew; pirate; thief; burrows; pellets</i></li> <li>pointers: <b>a new school; our fruit; his crew</b></li> <li>numbers/measures: <b>50 ice-creams; two more eggs; too much water</b></li> <li>describers: <b>cute furry things; short, strong legs; one very dark and stormy night</b></li> <li>classifiers: <b>a 2D shape; more sea water than fresh water; the police officer; potting mix; Aboriginal people</b></li> <li>begins to use short prepositional phrases as qualifiers: <i>the mad story about a pirate; everybody on the boat</i></li> </ul> <p>Mostly accurate use of articles: <b>The woman cried because a thief had her bag. The thief ...; They live in an enclosure. In the enclosure ...</b></p> <p>Uses a limited range of common nominalisations: <i>We took turns to put potting mix in; same length</i></p> <p>May use an occasional less common nominalisation modelled in a learning area: <i>The memorial was built ...</i></p>

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<p><b>Expressing opinion and point of view</b></p> <ul style="list-style-type: none"> <li>• <b>Evaluative language:</b> (expressing feelings and emotions; judgements of people; evaluation of things and varying the intensity)</li> <li>• <b>Modality</b></li> <li>• <b>Expressing opinion directly</b></li> </ul> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>• use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>• identify and use language that expresses feelings and opinions, and compares and evaluates people and things</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>	<p>Expresses feelings non-verbally or through single words: <i>cry; laugh</i></p>	<p>Expresses feelings non-verbally, by <i>pointing to a smiley or sad face</i> to indicate their response or through single words: <i>sad; happy; good; bad</i></p>	<p>Begins to use a very limited range of simple/formulaic expressions to express:</p> <ul style="list-style-type: none"> <li>• feelings: <i>giggles to show amusement</i> at 'What's wrong picture'; <i>wolf was sad; kangaroo is happy; we have fun</i></li> <li>• evaluations of things: <i>The scissors wrong; too big; That's better</i> in response to turning a picture right way up</li> </ul>	<p>Uses a very limited range of evaluative language to express:</p> <ul style="list-style-type: none"> <li>• feelings: <i>I like my car</i></li> <li>• judgements of characters in books drawing on models/teacher-led discussions: <i>crow was being rude</i></li> <li>• evaluations of things: <i>I think kittens are the best pet; my favourite celebration; it was fun; we have a good time; it is nice and round; my special place</i></li> </ul> <p>Drawing on models, begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': <i>I think kittens are the best pets; I think the robbers break out of jail</i></p>	<p>Uses a limited range of evaluative language to express:</p> <ul style="list-style-type: none"> <li>• feelings: <i>I didn't like it; I felt sad</i></li> <li>• judgements of people (characters): she met a <b>wicked</b> wolf</li> <li>• evaluations of things: I think the elephant is <b>cool</b>; it was a <b>beautiful</b> day; <i>they bring us good luck; it was hard to cut; ugly buildings; bigger buildings; loudest sound; softest sound; softer sound</i></li> <li>• varying intensity: <b>so</b> soft; <b>very</b> big</li> </ul> <p>Begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': with some independence: <i>I think the elephant is cool!</i></p>	<p>Uses a narrow range of evaluative language to express:</p> <ul style="list-style-type: none"> <li>• feelings: <i>I feel happy; he loved to dance; a woman cried; the chicks got excited; she would laugh; Alice is afraid</i></li> <li>• judgements of people (characters): <b>no-one</b> liked Captain Black Patch; he was <b>so</b> angry;</li> <li>• evaluations of things: <i>it was funny; the chicks have been very noisy; wombats are cute furry things; it is easier to understand; it was quite hard</i></li> <li>• varying intensity: <i>he still has it in his hand; it was really far; just behind; it was quite hard</i></li> </ul> <p>Chooses with some accuracy the most elementary expressions of modality:</p> <ul style="list-style-type: none"> <li>• obligation: <i>everything has to die</i></li> <li>• certainty: <i>I might read a book when I get home.</i></li> <li>• inclination: <i>I would like to name our chick ...</i></li> </ul> <p>Expresses opinions using 'I think' to put forward simple arguments and suggestions with independence and control (and predictions/hypotheses): <i>I think we need to change this.</i></p>

Language and Literacy Levels across the Australian Curriculum: EALD students

Word knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Understanding/using learning area vocabulary</b></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>use familiar vocabulary, contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>use mostly familiar vocabulary, with a steady introduction of new learning area vocabulary in learning area contexts</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>			<p>Begins to use a very narrow range of topic vocabulary in context:</p> <ul style="list-style-type: none"> <li>English: <i>write; story; pictures; words</i></li> <li>History: <i>celebrates</i></li> <li>Geography: <i>place; home</i></li> <li>Maths: <i>shorter than; fatter than (indicating wider than); down, up, under</i></li> <li>Science: <i>animal; hard; soft; bumpy; smooth; paper; wood; plastic; seasons</i></li> </ul>	<p>Uses a very narrow range of topic vocabulary in context:</p> <ul style="list-style-type: none"> <li>English: <i>full stop; capital; sentence; Aboriginal stories; title</i></li> <li>Geography: <i>my special place; Australia</i> <ul style="list-style-type: none"> <li>indicating distance: <i>far</i></li> <li>indicating direction: <i>zig-zag; straight</i></li> </ul> </li> <li>History: <i>celebration; Christmas; Santa; Chinese New Year; lion dance a long time ago</i></li> <li>Maths: <i>shape; sides; corners; round; smaller than; bigger than; longer than; the same as; low number, higher number</i></li> <li>Science: <i>seed; plant; leaves; flower; plastic, marble; rubber, rolls, round, a curved shape; part of its body</i></li> </ul> <p>Begins to use some words that have different meanings in learning area contexts: <b>sides</b>: <i>we picked sides for soccer; a square has four sides</i></p>	<p>Begins to use a narrow range of 'school' vocabulary across the curriculum: <i>excursion</i></p> <p>Uses a small range of topic and learning area vocabulary in context:</p> <ul style="list-style-type: none"> <li>English: <i>The Dreaming character; illustrator; pirate; Seven Seas; captain</i></li> <li>History: <i>in the olden days; then; now; older than</i></li> <li>Geography: <i>bushes; stream; building; hot season; dry season</i></li> <li>Maths: <i>circle; fold in half; half past; o'clock; number line</i></li> <li>Science: <i>change; froze; baby lady beetle; aphid; die; ant; nest; rock; sun light; reflect</i></li> </ul> <p>Chooses appropriately words that have different meanings in learning area contexts: <b>table</b>: <i>Put it on the table; I wrote my results in the table</i> <b>skip</b>: <i>I can skip; I used a number line to help me count and skip numbers</i> <b>softest</b>: <i>My teddy is the softest; Rice and paper make the softest sound</i></p>	<p>Uses a narrow range of more formal 'school' vocabulary across the curriculum: <i>equipment; measure; record the results in a table</i></p> <p>Uses a growing range of learning area vocabulary in context:</p> <ul style="list-style-type: none"> <li>English: <i>tale; fairytale; written by; message; text; (factual) report;</i></li> <li>Geography: <i>north; south; on the east side; city, suburb; town</i></li> <li>History: <i>landmark; memorial; crops; travel; steamer; Aboriginal</i></li> <li>Maths: <i>half; quarter; eighth; sides; edges; slide; turn</i></li> <li>Science: <i>investigate, sink; float; material, filter paper; seedling; root; shoot; soil; hatched</i></li> </ul> <p>Chooses appropriately words that have different meanings in learning area contexts: <b>message</b>: <i>I need to take a message to the front office; The message in the story is ...;</i> <b>turn</b>: <i>It's my turn; The picture of these two shapes shows a turn.</i> <b>shoot</b>: <i>the Europeans used to shoot kangaroos; the seedling has a new shoot</i></p>

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Word knowledge	Level 1	Level 2	Level 3	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)
<p><b>Spelling</b></p> <p>By the end of Reception students:</p> <ul style="list-style-type: none"> <li>spell words using growing sound and letter knowledge and spell words with regular spelling patterns</li> </ul> <p>By the end of Year 2 students:</p> <ul style="list-style-type: none"> <li>spell topic words, new words with regular letter patterns, and some common irregular words, and recognise meaning relationships between words such as 'play', 'playing', 'playground'</li> </ul> <p>From: The Australian Curriculum: <i>Literacy continuum across stages of schooling</i></p>	<p>Identifies some beginning sounds:</p> <ul style="list-style-type: none"> <li>identifies words starting with same initial sound as own name</li> <li>writes initial sound</li> </ul>	<p>Uses correct letters to represent most beginning and some end sounds in familiar words</p>	<p>Uses correct letters to represent beginning, middle and end sounds in words from familiar texts: <i>robis</i> for robbers; <i>fog</i> for frog</p> <p>Spells with some accuracy a few high frequency monosyllabic words: <i>l; am; a; on; got; and; get; to</i></p> <p>Spells other words based on sounds in the word: <i>wekd</i> for weekend; <i>jos</i> for juice; <i>scol</i> for school; <i>fas</i> for face; <i>noo</i> for new; <i>rowd</i> for road</p>	<p>Spells with some accuracy common short vowel single syllable words:</p> <ul style="list-style-type: none"> <li>consonant, vowel, consonant patterns; <i>bad; fit; not; cat; can</i></li> <li>some blends: <i>went</i> and consonant digraphs: <i>spot; shop</i></li> <li>some high frequency words: <i>is; was; it; he; they; we; my; me; the</i></li> </ul> <p>Spells less common words based on own pronunciation: <i>sady</i> for Saturday; <i>wiv</i> for with; <i>fin</i> for thin; <i>legx</i> for legs; <i>lubree</i> for library</p>	<p>Spells with some accuracy most common words learnt in the classroom, including high frequency words: <i>one; have; them; they; about</i></p> <p>Spells with accuracy:</p> <ul style="list-style-type: none"> <li>one-syllable words containing known blends: <i>bl: blog; st: stop</i></li> <li>words with regular suffixes: <i>play; plays; playing; played</i></li> </ul> <p>Spells others based on own pronunciation or other patterns: <i>cliining</i> for cleaning; <i>didant</i> for didn't; <i>difrint</i> for different</p>	<p>Spells with consistency and accuracy most single syllable words with common spelling patterns:</p> <ul style="list-style-type: none"> <li>high frequency sight words</li> <li>high frequency long vowel words: <i>name; park; good; school; feet; food</i></li> <li>containing consonant blends: <i>drop; clap; grass; bring</i></li> <li>containing consonant digraphs: <i>shop; thin; much; chips</i></li> <li>containing vowel digraphs: <i>spoon; free</i></li> </ul> <p>Spells with consistency and accuracy two-syllable words with common patterns: <i>sunny; going</i></p> <p>Attempts to spell unknown words based on sound and/or visual patterns</p>