

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

**Levels 4 – 9**



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Language and Literacy Levels across the Australian Curriculum: EALD students

Composing learning area texts	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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 represents 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>Includes simple visuals such as photographs and own drawings, illustrations or a simple map using grid reference to accompany written texts</p> <p>Begins to consider visual features appropriate to topic and for effect on audience eg colour, placement, perspective, distance and angle</p> <p>With support and modelling uses visual organisers to record information such as using a Venn diagram or recording data in provided tables</p> <p>Creates simple pie charts, column graphs and bar graphs to display and compare data with a short relevant comment</p>	<p>Includes visuals such as a pie graph, a labelled drawing or diagram to support the meanings they make in their written texts</p> <p>Considers and makes more appropriate choices regarding font size and style for headings and the selection, framing, placement and size of images included in written and multimodal texts eg in a PowerPoint presentation or poster</p> <p>May include hyperlinks in a digital text</p>	<p>Incorporates visuals such as tables, diagrams, maps and graphs into their texts and refers to them to complement written description/ explanation</p> <p>Selects more appropriately a range of visuals and visual effects, such as:</p> <ul style="list-style-type: none"> <li>constructs a timeline to sequence key events</li> <li>selects appropriate pictures to accompany written texts eg photographs, illustrations</li> <li>prepares simple digital presentations and notes to accompany oral presentations, choosing appropriate colour, font and animations</li> </ul>
<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>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>	<p>Independently composes elementary genres having a number of stages or a series of events as appropriate to Year 3 Learning Area tasks. (see Text knowledge: Organisational structures). In these texts they:</p> <ul style="list-style-type: none"> <li>begin to organise text into paragraphs, that are mainly focused on one idea or a set of similar/related ideas. Paragraphs often reflect the stages of the text type eg a narrative may be broken into three paragraphs: one for each of the setting/ orientation; the events/ complication; and the resolution</li> </ul>	<p>Independently compose elementary genres having a number of stages or a series of events in simple logical order as appropriate to Year 4 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they:</p> <ul style="list-style-type: none"> <li>use paragraphs with some control on basis of change of topic</li> <li>use known and some researched information and supporting details</li> </ul> <p>Composes more developed genres with the aid of questions or headings to frame the text</p>	<p>Independently compose a variety of longer (4-7 paragraphs, 200 – 300 words) logically ordered texts for different purposes and audiences as appropriate to Year 5 Learning Area tasks (see Text knowledge: Organisational structures). In these texts they:</p> <ul style="list-style-type: none"> <li>demonstrate an increasing control of paragraphs</li> <li>incorporate as supporting details information (including researched information), ideas and images from at least 2 sources</li> </ul>

Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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:</b> relying on modelled texts and writing framework, constructs simple procedure of familiar activity; organises method in sequence</p> <p><b>Recount/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>Procedure:</b> using a template records goal, ingredients and/or utensils and steps using subheadings</p> <p><b>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>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>Procedure:</b> Writes/delivers simple sets of instructions eg How to get from A to B, using steps and sub-headings</p> <p><b>Procedural Recount/Simple Investigation:</b> Answers questions, completes sentences and supplies/records data in tables provided</p> <p><b>Retell:</b> independently composes personal recounts with an orientation, some details of events in logical order and some comment or elaborated evaluation of events; able to sequence historical events in a simple timeline</p> <p><b>Narrative:</b> independently composes short narratives with a clear, though simple, orientation and complication (problem to be solved), leading to a series of events to come to an ending, not necessarily a resolution</p> <p><b>Description/Report:</b> with guidance, uses an introductory sentence and groups like information into sub-topics to construct reports with some detailed description. Uses paragraph and sub-headings in written text</p> <p><b>Explanation:</b> begins to speak/write sentences to sequence events based on strongly modelled text supported by visual text</p>	<p><b>Procedural Recount/Simple Investigation:</b> draws heavily on modelled texts, scaffolding questions or writing frameworks to compose simple investigations, with an aim, prediction, equipment, method and results</p> <p><b>Retell:</b> independently composes personal recounts with more detailed elaboration of events and, with support of scaffolding questions, composes simple biographical recounts with detailed description of events</p> <p><b>Narrative:</b> independently composes short narratives with a distinguishable story line and some events closely related to the resolution of a problem, beginning to include evaluation of events, including historical narratives told from a particular perspective</p> <p><b>Description:</b> includes a separated introduction and uses sub-topics/paragraphs effectively for change of aspect or feature</p> <p><b>Report:</b> with some accuracy, draws on more than one source of information to construct reports with increasingly detailed description and information</p> <p><b>Explanation:</b> with more independence composes simple sequential explanations, eg a life cycle based on diagram; begins to</p>	<p><b>Procedural Recount/Simple Investigation:</b> based on model texts and/or using guiding questions, recounts and reflects on processes used in mathematical or scientific investigations: begins with predictions or aims; recounts processes used; records findings and offers a simple explanation/ interpretation of the results</p> <p><b>Biographical and Historical Recount:</b> incorporates source material, sequencing events in chronological order with detailed description and using photographs, chart, graph and/or timeline</p> <p><b>Narrative:</b> begins to include more than one complication and some evaluation/reflection on events; begins to develop a sense of setting and characterisation</p> <p><b>Description and Descriptive/Comparative report:</b> draws on more than one source of information for appropriately detailed information, organising it into paragraphs with appropriate nominalised sub-headings eg Habitat</p> <p><b>Explanation and Historical Account (Historical Narrative):</b> constructs sequential explanations and simple causal explanations with diagrams and/or flow charts; has more complex introduction</p>

Language and Literacy Levels across the Australian Curriculum: EALD students

	<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>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>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>	<p><b>Exposition (Argument):</b> begins with simple statement of position in brief introduction and provides a series of logically ordered reasons. Begins to use paragraphs (may be one for introduction, one for arguments and one for conclusion. Or arguments may be separated into 1 or 2 sentence paragraphs)</p> <p><b>Response and Review:</b> draws heavily on modelled texts and scaffolding questions or writing frameworks to provide simple personal responses to book read as a class; independently writes/dramatises simple creative responses eg a letter from a character</p>	<p>use opening statement; draws heavily on modelled texts and scaffolding to compose simple causal explanations</p> <p><b>Exposition (Argument):</b> organises texts in simple logical order; begins to provide a simple introduction and to give simple introductions/topic sentence for each argument. Paragraphs on basis of change of argument or focus</p> <p><b>Response and Review:</b> draws heavily on modelled texts and scaffolding questions or writing frameworks to compose more extended and more technical responses and simple reviews of books read as class text</p>	<p><b>Exposition (Argument):</b> constructs appropriately an introduction, simply elaborated arguments with topic sentences and basic conclusion. Paragraphed well in written texts</p> <p><b>Response and Review:</b> writes/presents more extended responses to texts using appropriate literary metalanguage (character, narrator, viewpoint, simile, metaphor) and begins to write/present simple reviews of books read as class text</p>
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Language and Literacy Levels across the Australian Curriculum: EALD students

Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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>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 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; and in procedure: 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>Begins to use a limited range of features that structure and organise a text:</p> <ul style="list-style-type: none"> <li>• with modelling, or relying on a writing framework, uses sub-headings in a report</li> <li>• begins to organise text into paragraphs relying on models and writing scaffolds/frameworks</li> <li>• begins to use/choose circumstances of time at the beginning of recounts, narratives and observations/ responses: <i>Once upon a time; Long, long ago; Many years ago; This Term; In 1888</i></li> <li>• begins to uses a small range of text connectives: <ul style="list-style-type: none"> <li>○ formulaically to organise arguments: <i>Firstly; Secondly; Thirdly</i></li> <li>○ to organise texts and show logical connections between paragraphs and sentences: <i>Then; So; But; And</i></li> </ul> </li> </ul>	<p>Uses a limited range of features that structure and organise a text:</p> <ul style="list-style-type: none"> <li>• with modelling, or using a writing framework, uses sub-headings in a report</li> <li>• with support, organises text in simple, logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and begins to write topic sentences</li> <li>• numbers steps in a procedure</li> <li>• begins to use a new line to mark change of speaker in a dialogue</li> <li>• uses circumstances of time and/or place to begin paragraphs in recounts and explanations: <i>On the way there; The next few days; The day after that; In the end; After a few weeks</i></li> <li>• uses simple text connectives to: <ul style="list-style-type: none"> <li>○ organise and sequence sections of text in time: <i>At first; After that; Today</i></li> <li>○ show logical connections between paragraphs and sentences: <i>But; Next time; In the end; Also</i></li> </ul> </li> </ul>	<p>Uses a small range of features that structure and organise texts:</p> <ul style="list-style-type: none"> <li>• uses sub-headings in a report</li> <li>• writes in longer (more elaborated), logically ordered paragraphs that are mainly focused on one idea, sub-topic or event and have a simple topic sentence</li> <li>• uses circumstances of time and/or place to begin paragraphs in historical recounts and narratives: <i>In 1851; During December 1854; A few minutes later; At home</i></li> <li>• uses text connectives to: <ul style="list-style-type: none"> <li>○ organise text: <i>Firstly; In addition; Finally; In conclusion</i></li> <li>○ show some logical connections between paragraphs and sentences: <i>Also; First; At first; Now; Instead</i></li> </ul> </li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

	<p>Uses repetitive beginnings of sentences in own writing, frequently personal pronouns</p>	<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 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>	<p>Uses simple, formulaic/patterned sentence openers:</p> <ul style="list-style-type: none"> <li>• tends to foreground personal pronouns in procedural recounts/investigations: <b>We put the leaf in the sun</b>, rather than, 'The leaf was put in the sun'</li> <li>• begins to foreground subordinate clauses (1 or 2 examples of either 'when' or 'if'):             <ul style="list-style-type: none"> <li>○ 'When' in narratives and explanations: <b>When I woke up, I was not in my bed anymore; When a volcano erupts, it starts to spurt out with bits of lava</b></li> <li>○ 'If' in explanations and arguments: <b>If a volcano erupts it drips down the rock; If you spend your money sometimes, that's OK</b></li> </ul> </li> </ul> <p>May occasionally use passive voice as modelled in a learning area topic: <i>The mail was delivered in different ways; Government House was built</i></p>	<p>Uses simple, repetitive patterned sentence openers most of the time with limited use of alternative elements: Foregrounds</p> <ul style="list-style-type: none"> <li>• action processes in procedures: <b>Start at group 1; Turn left 5 times.</b></li> <li>• circumstances of time and/or place occasionally within paragraphs in recounts, descriptions &amp; explanations: <i>On Sunday; The second day; The next day; On the beach; Back home</i></li> <li>• a small range of subordinate clauses (3 or more instances and 2 types: 'when' and 'if'):             <ul style="list-style-type: none"> <li>○ 'When' in narratives and explanations: <b>When we got there, we ...; When he arrived in NSW, there ...</b></li> <li>○ 'If' in explanations and arguments: <b>If the surface is smooth, the car ...; If you buy expensive things you ...</b></li> </ul> </li> </ul> <p>Begins to use passive in highly scaffolded contexts to maintain topic focus, omitting the 'doer' since it is unknown or unnecessary: <i>James Richardson was punished in 1790. He was given 50 lashes</i></p>	<p>Uses less simple and more varied sentence openers:</p> <ul style="list-style-type: none"> <li>• circumstances in a range of genres:             <ul style="list-style-type: none"> <li>○ time and place to begin some sentences within paragraphs in historical recounts, biographies and reports: <i>On December 3<sup>rd</sup> 1854; By 1868; In his lifetime; On Mars</i></li> <li>○ manner in procedures: <i>With your left hand;</i></li> </ul> </li> </ul> <p>Begins to choose starting points of the sentence to give prominence to the message of the text, using:</p> <ul style="list-style-type: none"> <li>• foregrounded subordinate (dependent) clause with a small range of conjunctions             <ul style="list-style-type: none"> <li>○ in recounts and narratives to denote time: <b>After we collected the data, we learnt new things about chance; Before the first wharf was built, ships were tied to the Leichhardt Tree</b></li> <li>○ in arguments and explanations with <i>if, when</i> and <i>to</i> (<i>meaning in order to</i>): <b>If you were your child, wouldn't you want ...; To get the light, we tried at least five different ways</b></li> </ul> </li> <li>• passive voice to maintain topic focus: <i>30 miners were killed; John Greenwood Barnes was speared by an Aborigine</i></li> </ul>
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Text knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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 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> accurately most of the time to refer to people and objects: <i>People give us red envelopes. <b>They</b> have coins in <b>them</b></i></li> </ul>	<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>	<p>Uses simple language resources to make a text cohesive:</p> <ul style="list-style-type: none"> <li>• mostly accurate use of small range of reference items with immediate reference to the previous sentence: <i>The first car arrives in Townsville. <b>It</b> is owned by Mr Page; With eruptions all over the world people would die. <b>They</b> would die by being burnt</i></li> <li>• uses substitution occasionally: <i>I tried opening the door and I <b>did</b>. She told me to keep her. So I <b>did</b>.</i></li> </ul>	<p>Uses a range of simple language resources to make a text cohesive:</p> <ul style="list-style-type: none"> <li>• mostly accurate use of range of reference items to refer to people and places: <i>I went to Kalbari with two families, including <b>my</b> own. <b>We</b> went <b>there</b> by car</i></li> <li>• mostly accurate use to refer back to things in more written texts. <i>His ration was 3kg beef, 3kg flour, 1.3 kg maize meal and 0.9 kg of sugar per week. <b>This</b> was ...</i></li> <li>• uses a wider range of substitution: <i>Weigh all three rocks. Put <b>one</b> in vinegar, <b>another</b> in cola and the last <b>one</b> in the freezer</i></li> </ul>	<p>Uses a wider range of language resources to make a text cohesive:</p> <ul style="list-style-type: none"> <li>• uses reference items appropriately in longer, increasingly complex factual genres such as explanations: <i>The woodchips are mixed with water to make a pulp. <b>This</b> pulp is ... ; In the middle of 1852 gold mining licences were introduced. <b>These</b> licences ...</i></li> <li>• uses substitution appropriately to avoid repetition: <i>The smaller <b>one</b> is half the size of the big <b>one</b></i></li> </ul>

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>Composes mostly complete simple sentences that may include a <u>circumstance</u>: <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: <i>What makes you think that? 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>Composes simple sentences with short noun groups and one or two circumstances: <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>Begins to construct more developed simple sentences by adding circumstances and/or expanding noun groups: <b>Many years ago</b> mail was delivered in many different ways; Now you can see a little yellow bean on the side of the stem</p> <p>Constructs compound sentences to express and combine ideas through a range of coordinating (linking) conjunctions: <b>and; and then; but; or; so</b>: <i>One day an excavator came and it destroyed their home; We get our mail delivered by motor bike but sometimes we have to get messages by phone or email as well; We need food and water to survive so you shouldn't spend money on toys all the time</i></p>	<p>Constructs more developed simple sentences by adding circumstances and/or expanding noun groups: <b>The yabby's small arm is growing to its natural size. Each day he got one hour of rest in the yards</b></p> <p>Constructs compound sentences, often combining several ideas, perhaps using two coordinating (linking) conjunctions in one sentence: <b>and; and then; but; or; so</b>: <i>Just imagine going back and doing something you love such as going to a theme park, having a party or even just doing something fun at school; Also I liked the pelican, Mr Percival, but he died at the end, and I cried</i></p>	<p>Constructs simple sentences with more elaboration using circumstances and/or expanding noun groups: <b>Lily quickly snuck out the back door, Jake was a medium-sized boy with brown hair and green eyes</b></p> <p>Constructs effective compound sentences to make appropriate connections between ideas through a range of coordinating (linking) conjunctions: <b>and; and then; but; or; so</b>: <i>The sun was setting quickly and soon it would be dark; The Chinese claimed the best digging spots but the Victorian government wanted to force them out</i></p>

Language and Literacy Levels across the Australian Curriculum: EALD students

<p>• Complex sentences (contd)</p>		<p>Begins to compose complex sentences using one of the most common subordinating (binding) conjunctions: <i>because</i>: <i>I chose the very hungry caterpillar <b>because</b> 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 <b>to help</b> me count; I went to the shops <b>to buy</b> some lollies.</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><b>When</b> we got to school, ...; A tissue box is a rectangle <b>because</b> ...; People go to school <b>so</b> they can learn; <b>If</b> 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 <b>to get</b> the bag; the fairy cast a spell <b>to make</b> him happy</i></li> </ul>	<p>Constructs basic complex sentences:</p> <ul style="list-style-type: none"> <li>• using a small range of common subordinating (binding) conjunctions: <b>because; if; when, after:</b> <i>The Governor does all the jobs for the Kings and Queens of England <b>because</b> they don't live here; <b>If</b> you touch an object that's hot, heat will go into you; <b>When</b> a volcano erupts, it starts to spurt out with bits of lava</i></li> <li>• using a limited range of basic, 'spoken-like' non-finite clauses with varying accuracy: <i>It is not good <b>to spend your money all the time</b>; It has big ears <b>to hear</b>; The column chart and bar chart are best <b>for comparing data</b>; They would die <b>by being burnt</b>; You can trap heat <b>by wearing clothes</b></i></li> </ul>	<p>Constructs complex sentences:</p> <ul style="list-style-type: none"> <li>• using a greater range of subordinating (binding) conjunctions: <b>because; after; if; when; until; as; while:</b> <i>Walk ahead 80 steps <b>until</b> you are beside the tuck-shop; <b>While</b> we were reading Storm Boy, we also were doing some school work; <b>After</b> serving his seven years as a convict, he joined the New South Wales Corps in 1792</i></li> <li>• using a range of basic, 'spoken-like' non-finite clauses: <i>I see the yabbies <b>playing dead or resting</b>; Just imagine <b>going back and doing something you love such as having a party</b>; I went with two families, <b>including my own</b></i></li> <li>• beginning to use relative pronouns but with varying accuracy: <i>We waved goodbye to our friends <b>that we had made</b></i></li> </ul>	<p>Constructs complex sentences to develop and expand ideas using:</p> <ul style="list-style-type: none"> <li>• a wide range of common subordinating (binding) conjunctions to express relationships of time and cause and effect: <b>because; when; after unless; if; so that; as; until:</b> <i>'Got ya,' growled the dog catcher <b>as</b> he shoved the puppy into the cage; <b>When</b> Lily walked in the door, her dad was sitting at the table with his head in his hands; The light reflected on each book <b>until</b> it got to my eye</i></li> <li>• begins to use more developed non-finite clauses: <i>He is famous <b>for establishing the Cremorne Gardens</b>; Other settlers came <b>to start cattle properties and to open shops</b>; <b>To get the light</b>, we tried at least five different ways; There are over 1200 varieties of watermelon, <b>ranging from less than a pound, to up to 200 pounds and over!</b></i></li> <li>• a small range of relative pronouns with varying accuracy: <i>Then multiply five and six, <b>which equals thirty</b>; A net-type beak has a pit in it, <b>which can carry things</b></i></li> </ul>
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Language and Literacy Levels across the Australian Curriculum: EALD students

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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 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>	<p>Consistently uses sentence level punctuation: capital letters to begin and full stops, question marks or exclamation marks to end: <i>Our germination investigation is complete; If I find you I will eat you!; Do you have a friend called Sam?</i></p> <p>Uses capital letters for proper nouns with some consistency and accuracy: <i>Wednesday; Anna; Mr Lee; Queen Elizabeth; Fox St; Townsville; Australia; Government House; The Great Northern Railway</i></p> <p>Uses commas to separate nouns in lists with some consistency and accuracy: <i>ice water, wind and earthquakes</i></p> <p>Begins to use commas after text connectives: <i>Firstly, different countries can cook; Secondly, lots of people go hunting</i></p> <p>Begins to use apostrophes in contractions: <i>I've; wouldn't; don't; that's</i></p>	<p>Uses commas accurately most of the time:</p> <ul style="list-style-type: none"> <li>• in lists: <i>A male convict was supposed to receive 2 jackets, 1 waistcoat, 1 pair of breeches, 2 shirts, 1 hat, a woollen cap, 2 pairs shoes and stockings</i></li> <li>• between describers (adjectives): <i>It was thick, mouldy and even had dead flies in it</i></li> </ul> <p>Uses commas after text connectives with some consistency and accuracy: <i>At first, King Ferdinand ...</i></p> <p>Uses apostrophes:</p> <ul style="list-style-type: none"> <li>• in contractions with varying accuracy: <i>don't didn't, won't, wouldn't</i></li> <li>• and begins to use for possession: <i>some children's steps; occasionally over generalizes and misapplies the rule: one yabby has shed it's (sic) skin; We waved goodbye to our friend's (sic)</i></li> </ul> <p>Begins to use quotation marks to indicate:</p> <ul style="list-style-type: none"> <li>• direct speech: <i>She said, "I'd like to go home"</i></li> <li>• a quote: <i>He was punished for not flogging 5 convicts "as he ought to have done"</i></li> <li>• a title or name: <i>We named the hill "Grace Mt"</i></li> </ul>	<p>Accurately uses commas:</p> <ul style="list-style-type: none"> <li>• in lists: <i>six Aboriginal language groups - Juipera, Wiri, Biria, Jangga, Barna and Barada</i></li> <li>• between describers (adjectives): <i>the rich, poor or noble person</i></li> </ul> <p>Uses commas after text connectives accurately most of the time: <i>First, you multiply ...; Firstly, people could need money; Secondly, people might ...; Finally, people might need ...; In conclusion, I believe</i></p> <p>Begins to use commas appropriately after: foregrounded phrases of time and place: <i>A few minutes later, ...; At that time, ...; During his lifetime, ...</i></p> <p>Consistently uses apostrophes appropriately for:</p> <ul style="list-style-type: none"> <li>• contractions: <i>wasn't; couldn't; doesn't; we're</i></li> <li>• possession for common and proper nouns: <i>Jake was at his friend's house; It also makes Mercury's sunny side very hot.</i></li> </ul> <p>Uses quotation marks and commas with (direct) speech and thought with a good degree of accuracy: <i>"Got ya you little rascal," growled the dog catcher</i></p>

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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: <i>Literacy continuum across stages of schooling</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</i>; <i>Santa gives presents</i>; <i>build a snowman</i>; <i>drink hot chocolate</i>; <i>watching TV</i>; <i>they jumped</i>; <i>it rolls</i></li> <li>sensing: <i>I think kittens are the best pet</i>; <i>I like it</i></li> <li>relating: <i>I am a baby</i>; <i>they are round</i>; <i>my plant was a seed</i>; <i>it has legs</i>; <i>it is fat</i></li> </ul> <p>Demonstrates some control of simple tenses:</p> <ul style="list-style-type: none"> <li>present: <i>has</i>; <i>like</i>; <i>gives</i></li> <li>past: <i>was</i>; <i>walked</i>; <i>said</i>; <i>played</i>; <i>brushed</i>; <i>had</i></li> <li>future: <i>I'll get</i>; <i>the shoe is going to be cold</i></li> </ul> <p>Overgeneralises rule of adding 'ed' for past tense with common irregular verbs: <i>grewed</i> for <i>grew</i>; <i>hearded</i> for <i>heard</i></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</i>; <i>water froze</i>; <i>I ride my bike</i>; <i>the dove flew down</i>; <i>pecked his foot</i></li> <li>sensing: <i>I think the elephant is cool</i>; <i>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</i>; <i>my boxes are different</i>; <i>it was the softest</i>; <i>I have 4 candles</i>; <i>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</i>; <i>bring</i></li> <li>past: <i>landed</i>; <i>pecked</i>; <i>watched</i>; <i>came</i>; <i>used to sit (by themselves)</i></li> <li>future: <i>I'll invite</i>; <i>I'll give</i>; <i>I'll make</i>; <i>it will die</i></li> </ul> <p>Inconsistent control of some less common irregular verbs: <i>threwed</i> for <i>threw</i>; <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</i>; <i>it doesn't have a name</i>; <i>do not walk on the grass</i>; <i>I can't see any</i></li> <li>modals: <i>it can walk</i>; <i>I can ride</i>; <i>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</i>; <i>melt chocolate</i>; <i>chicks crawl</i>; <i>arrived</i>; <i>might escape</i></li> <li>sensing: <i>the boy thinks ...</i>; <i>no-one liked him</i>; <i>he loved it</i>; <i>I chose it</i></li> <li>saying: <i>he is telling her</i></li> <li>relating: <i>a wombat looks like a small bear</i>; <i>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</i>; <i>saw</i>; <i>took</i>; <i>ate</i></li> <li>may still lack control of less common irregulars: <i>brang</i> for <i>brought</i></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</i>; <i>we are using it</i>; <i>he is digging</i>; with some inconsistency: <i>have grow</i>; <i>the world is having more people</i></li> <li>multi-word verb groups: <i>he loved to dance</i>; <i>we need to change</i>; <i>keep going</i>; <i>is trying to tell me</i>; <i>it starts off</i></li> <li>negatives: <i>if we do not have fresh water</i>, <i>we will not survive</i></li> <li>modals: <i>the plant can get water</i>; <i>it did float</i></li> </ul>	<p>Uses an increasing range of verbs to express processes.</p> <ul style="list-style-type: none"> <li>doing: <i>the sun was rising</i>; <i>they built Government House</i>; <i>machines destroyed their homes</i>; <i>look after our environment</i></li> <li>saying: <i>The message says look after our environment</i>.</li> <li>sensing: <i>I can easily see that the blue was the most popular</i>; <i>I think that ...</i>; <i>They thought ...</i>; <i>We now know</i></li> <li>relating: <i>The column chart and bar graph are best for comparing data</i>; <i>It is stripy</i>; <i>They wouldn't have anywhere to live</i>; <i>It has big ears</i></li> </ul> <p>Demonstrates control of choice and formation of tense for a range of verbs:</p> <ul style="list-style-type: none"> <li>shows control of simple present, simple past and simple future tense and correctly forms past tense of the most common irregular verbs: <i>woke</i>; <i>said</i>, <i>told</i>; <i>made</i></li> <li>shows better control of more complex verbs groups with:                             <ul style="list-style-type: none"> <li>elaborated tenses: <i>I've seen trees the sun was rising</i>; <i>the days are getting</i>;</li> <li>multi-word verb groups: <i>it starts to</i></li> </ul> </li> </ul>	<p>Uses some more technical and/or precise verbs to express processes.</p> <ul style="list-style-type: none"> <li>doing: <i>One yabby shed its skin</i>; <i>He travelled by ship and arrived on 26 January 1788</i>; <i>we soon settled in</i>; <i>the convicts received ...</i></li> <li>saying: <i>I will tell you all about it</i>; <i>She told me to keep her</i></li> <li>sensing: <i>They decided to go</i>; <i>I will observe the temperature</i>; <i>He wanted to spread Christianity</i>; <i>I hope you choose it</i></li> <li>relating: <i>It is called the 90 mile Beach</i>; <i>the gardens became popular</i>; <i>it had grown into a successful town</i></li> </ul> <p>Chooses and forms complex verb groups appropriately most of the time, using:</p> <ul style="list-style-type: none"> <li>elaborated tenses: <i>We went on holiday because we were getting bored back home</i>; <i>It was different because we had settled in at Kalbari</i>.                             <ul style="list-style-type: none"> <li>occasional error: <i>The day after we had a rather quiet day as it was (sic = had been) a big day yesterday</i>.</li> </ul> </li> <li>multi-word verb groups: <i>A male convict was supposed to receive ...</i>; <i>The next few days the</i></li> </ul>	<p>Uses a range of processes to provide more precise meaning such as:</p> <ul style="list-style-type: none"> <li>doing: <i>The cans toppled</i>; <i>Lily stormed off</i>; <i>It was wobbling from side-to side</i>; <i>the door swung open</i></li> <li>saying: <i>"Got ya," growled the dog catcher</i>; <i>"I'll be there in a few minutes," Jake replied</i>; <i>"You can't!" screamed Dad</i></li> <li>sensing: <i>He hadn't noticed</i>; <i>Lily hoped her dad would be upstairs</i>; <i>I disagree</i></li> <li>relating: <i>They could remain patient</i>; <i>Each angle looks the same</i></li> </ul> <p>Chooses and forms complex verb groups appropriately most of the time, to express complex meanings such as relationships of time using:</p> <ul style="list-style-type: none"> <li>simple and elaborated tenses: <i>When Lily walked through the door, dad was sitting at the table with his head in his hands. The good thing was he hadn't noticed</i>.</li> <li>multi-word verb groups including negatives, modals and elements of time: <i>she wasn't going to give up</i>; <i>he was about to start playing</i>; <i>it</i></li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

<p>• Verbs and verb groups/phrases (contd)</p>				<p><b>spurt</b>, including phrasal verbs: <b>look after</b> our environment; <b>I woke up</b></p> <ul style="list-style-type: none"> <li>○ modals and negatives: <i>they would die</i>; <i>they wouldn't have anywhere to live</i>; <i>you shouldn't spend money</i>; <i>I was not in my bed</i></li> <li>○ though some errors likely: <i>I never seen a place like this in my life</i></li> </ul>	<p><i>two families decided to go</i>; <i>He wanted to spread Christianity</i></p>	<p><b>would not need to eat or drink</b>; <b>kids don't want to get teased or bullied</b>; <b>you don't like being begged</b></p> <ul style="list-style-type: none"> <li>• may occasionally lose control with complex relationships of time: <i>One of the things that is (sic = was) quite interesting in my life until then was that one day ...</i></li> </ul>
<p>• 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</i>; <i>they are</i>; <i>it was</i>; <i>I have</i>; <i>it draws</i></p>			<p>Demonstrates some control of subject-verb agreement although often makes errors with more complex agreements</p>		<p>Demonstrates developing control of subject-verb agreement when agreements are more complex</p>

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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 fast; we sit in table groups</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>	<p>Includes a small range of circumstances to provide details surrounding events.</p> <ul style="list-style-type: none"> <li>• place: <i>in the hills; out the window; in Government House; in a swamp; all over the world; in your lungs; out of the cages</i></li> <li>• time: <i>today; after a while; every two years</i></li> <li>• accompaniment: <i>with his Mum and Dad</i></li> <li>• manner:                             <ul style="list-style-type: none"> <li>○ quality: <i>easily; in many different ways</i></li> <li>○ means: <i>by push bike</i></li> </ul> </li> <li>• cause: <i>for the Governor and his family</i></li> </ul>	<p>Includes a wider range of circumstances to provide details surrounding events selecting more delicate vocabulary such as:</p> <ul style="list-style-type: none"> <li>• place: <i>beside the library; on the way there</i></li> <li>• time: <i>on 13 May 1787; for the same amount of time</i></li> <li>• accompaniment: <i>with two families; alone</i></li> <li>• manner:                             <ul style="list-style-type: none"> <li>○ quality: <i>slowly, in a diagonal direction</i></li> <li>○ means: <i>with the thermometer</i></li> </ul> </li> <li>• cause: <i>for the government</i></li> </ul>	<p>Includes circumstances to provide details surrounding events, using more varied vocabulary.</p> <ul style="list-style-type: none"> <li>• place: <i>into the distance; to the right; on his property</i></li> <li>• time: <i>in his lifetime; by 1868; immediately; after a period of time</i></li> <li>• manner:                             <ul style="list-style-type: none"> <li>○ quality: <i>quickly; suddenly; casually; peacefully; with his head in his hands</i></li> <li>○ means: <i>by ship, with your thumb and pointer finger</i></li> <li>○ comparison: <i>like them; like a tower</i></li> </ul> </li> <li>• cause: <i>in return, because of this</i></li> </ul>

Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>	<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: <b>crew; pirate; thief; burrows; pellets</b></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: <b>the mad story about a pirate; everybody on the boat</b></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>Constructs noun groups consisting of a narrow range of vocabulary to provide some detail to descriptions:</p> <ul style="list-style-type: none"> <li>• key nouns (things): <b>pop star; volcano; lava; environment; container; awards and medals; swamp</b></li> <li>• possessives as pointers: <b>the pig's baby</b></li> <li>• numeratives: <b>the first car; six out of seven times; a few machines; many kings and queens</b></li> <li>• describers: <b>important visitors; one large and six medium smartie packets; the red hot mega bite of lava; massive roots</b></li> <li>• classifiers: <b>push bike; the first motor buses; Government House; the natural environment</b></li> <li>• some qualifiers using short prepositional phrases: <b>many kings and queens from England; important visitors from other countries; the ice under the oak tree; the ash of the volcano</b></li> </ul>	<p>Creates more specific descriptions through the use of noun groups by selecting from a growing range of vocabulary for more delicate meanings:</p> <ul style="list-style-type: none"> <li>• key nouns (things): <b>lagoon; dune; convict; labourer; fabric; pathways</b></li> <li>• numeratives: <b>195 male convicts; 7 years' transportation; 0.9 kg sugar; six and a half hours</b></li> <li>• describers: <b>gorgeous lakes; cool lagoons; wild winds; a rather quiet day; the rough surface; straight edge</b></li> <li>• classifiers: <b>a corner shop; a theme park; 195 male convicts; 1.3 kg maize meal; the cotton bag; the plastic bag; a fresh water crayfish</b></li> <li>• qualifiers beginning to use a longer prepositional phrase: <b>the largest ship in the fleet; the temperature of both shoes; a point of a star; the memories of all the soldiers; drugs like tobacco and alcohol and opium; little shards of rock</b></li> </ul>	<p>Expands noun groups in a variety of ways to provide fuller descriptions of people and things using a small range of vocabulary for more delicate meanings:</p> <ul style="list-style-type: none"> <li>• key nouns (things) showing more delicate meanings, both everyday/colloquial and more specialised: <b>dog; puppy; mutt; rascal; settlers; township; mill; payment</b></li> <li>• numeratives: <b>about 500 members; one of a few settlers in the region; nearly all the Chinese diggers</b></li> <li>• describers: <b>scrunched-up balls of paper; successful sugar town</b></li> <li>• classifiers: <b>commercial sugar mill; the Victorian government; rectangular prism; square-based pyramid</b></li> <li>• qualifiers using a longer prepositional phrase: <b>a miner in the Gold Rush; the can at the bottom of the pile; the length of each side of the bigger shape; a closed shape with straight edges</b></li> <li>• qualifiers using relative clause: <b>a silver covering that reflects the light; the Aboriginal people who lived there</b></li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

<ul style="list-style-type: none"> <li>• <b>Nouns and noun groups/ phrases (contd)</b></li> <li>• <b>Nominalisations</b></li> </ul>			<p>Uses a limited range of common nominalisations: <i>We took <b>turns</b> to put potting <b>mix</b> in; same <b>length</b></i></p> <p>May use an occasional less common nominalisation modelled in a learning area topic: <i>The <b>memorial</b> was built ...</i></p>	<p>Uses a narrow range of common nominalisations:</p> <ul style="list-style-type: none"> <li>• <i>These are <b>invitations</b> to parties at Government House; You can trap <b>heat</b>; it made a <b>difference</b></i> and adopts some modelled learning area examples:</li> <li>• <i>a volcano erupts ... With <b>eruptions</b> all over the world people would die</i></li> </ul>	<p>Uses a small range of common nominalisations and adopts those modelled and used in learning area texts: <i>My results didn't match my <b>prediction</b>; I made a <b>connection</b> to a book called ...; We found out about <b>pollution</b>; He wanted to spread <b>Christianity</b>; He was sentenced to 7 years' <b>transportation</b></i></p>	<p>Begins to choose a small range of nominalisations with some grammatical accuracy to foreground abstractions rather than people and things: <i>there was <b>violence</b> beginning on the fields; my <b>abilities</b> ... ; in <b>anger</b> the miners ... ; my <b>prediction</b>; the <b>growth</b> of Mackay</i></p> <p>Begins to use nominalisations of cause/effect, rather than conjunctions; <i>The <b>reason</b> that I disagree ... , rather than I disagree because ...'</i></p>
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Grammar Knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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> </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>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): <i>she met a wicked wolf</i></li> <li>evaluations of things: <i>I think the elephant is cool; it was a beautiful day; 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: <i>so soft; very big</i></li> </ul>	<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): <i>no-one liked Captain Black Patch; he was so angry;</i></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>Uses a narrow range of evaluative language to express:</p> <ul style="list-style-type: none"> <li>feelings and emotions: <i>Abbie is upset; everyone hates Peter; if we get very very bored</i></li> <li>judgements of people (characters): <i>people that do a good job at work; the school bully</i></li> <li>evaluation of things: <i>important functions; fruit and water are very very good for you; don't spend it on dangerous toys; junk food; some toys are very expensive</i></li> <li>varying intensity, though not always appropriately: <i>it was so sunny; with eruptions all over the world ...; Everyone just wastes all their money on toys; adults could even collect stuff; if we get very very bored; spend on food, water and even fruit; buy things to eat, but only good things to eat; some people in the world have not even one toy, not even one; I still like toys</i></li> </ul>	<p>Begins to use a wider a range of evaluative language to express:</p> <ul style="list-style-type: none"> <li>feelings and emotions with varying accuracy: <i>Ben was concerned; quite heartbreaking; constant terrifying fear; we were all happy to get out of the car for a while; all of us were glad to be home safe and sound</i></li> <li>judgements of people (characters): <i>they were very naughty; He was brave. Ben was so loyal</i></li> <li>evaluation of things: <i>the cola was gross; our special place; it was amazing; she made sure that no bits of the book were boring so it was interesting</i></li> <li>varying intensity: <i>he only washed once a week; it even had dead flies in it; I didn't even get to say goodbye; everybody is sad; it won't solve anything</i></li> </ul>	<p>Uses a wider range of evaluative language appropriate to recounts, narratives, reviews and persuasive texts to express:</p> <ul style="list-style-type: none"> <li>feelings and emotions: <i>in anger; this made the miners frustrated; He walked off satisfied; "Clean up your room now!" she yelled. "Fine", he muttered; He looked surprised; His mum was amazed; Lily stormed off; sitting with his head in his hands; "you little rascal", growled the dogcatcher as he shoved the puppy into the dark cage.</i></li> <li>judgements of people (characters): <i>he is famous; he was very messy and liked to mess things up on purpose; the stupid dog-catcher; she wasn't going to give up</i></li> <li>evaluation of things: <i>Healthy, hydrating and heaps of it! The good old watermelon is a whopping 92% water; the gardens became popular for entertainment; a successful sugar town</i></li> <li>varying intensity: <i>People from all over the globe; Everyone knew; with no questions asked; all miners; there was nothing they could do; nearly every Chinese</i></li> </ul>

Language and Literacy Levels across the Australian Curriculum: EALD students

<ul style="list-style-type: none"> <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>Drawing on models, begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': <i>I <b>think</b> kittens are the best pets; I <b>think</b> the robbers break out of jail</i></p>	<p>Begins to express simple opinions based on personal likes/dislikes (and predictions/hypotheses) using 'I think': with some independence: <i>I <b>think</b> the elephant is cool!</i></p>	<p>Chooses with some accuracy the most elementary expressions of modality:</p> <ul style="list-style-type: none"> <li>• obligation: <i>everything <b>has to die</b></i></li> <li>• certainty: <i>I <b>might</b> read a book when I get home.</i></li> <li>• inclination: <i>I <b>would like to name our chick ...</b></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 <b>think</b> we need to change this.</i></p>	<p>Chooses with some accuracy elementary expressions of modality:</p> <ul style="list-style-type: none"> <li>• obligation: <i>we <b>should spend more on sports; people would have to move; we need food and water</b></i></li> <li>• frequency: <i>we <b>always need food to survive; they break, but only sometimes, not all the time</b></i></li> <li>• certainty: <i>they <b>thought the sun moved but we now know that the earth spins</b></i></li> <li>• inclination: <i>I <b>think we do not want to die</b></i></li> </ul> <p>Begins to express more elaborated opinions directly, using 'I think' to put forward an argument: <i>I think you should spend your money on toys and games for your kids</i></p>	<p>Uses simple forms of language expressing modality with varying degrees of accuracy:</p> <ul style="list-style-type: none"> <li>• obligation: <i>this <b>must be soft; one of the yabbies has to live under water</b></i></li> <li>• frequency: <i>I <b>never go to bed early</b></i></li> <li>• certainty: <i>you <b>may think; perhaps I could have two layers</b></i></li> <li>• inclination: <i>would <b>like to tell you; I didn't want to have 13 on my grid</b></i></li> </ul> <p>Expresses more elaborated opinions directly, to argue a view using thinking verbs and providing evidence and/or reason: <i>I think the illustrator did the pictures in bright colours so that this book would attract people; I think you should recycle, reuse, reduce and compost because Earth isn't meant to be a dump</i></p>	<p>Uses a range of simple forms of modality with greater degree of accuracy in more formal contexts such as combining elements of certainty, frequency and/or obligation in arguments: <i>People <b>might need the money to pay rent or taxes; You don't always need toys and games</b></i></p> <p>Begins to use a wider range of resources to express opinions directly (subjectively):</p> <ul style="list-style-type: none"> <li>• a growing range of thinking verb: <i>I believe; I reckon; I disagree</i></li> <li>• alternatives to thinking verbs with limited success. <i>In my opinion, I believe that too much money is spent on toys and games. My last and final opinion would be that ...</i></li> </ul>
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Language and Literacy Levels across the Australian Curriculum: EALD students

Word knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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><i>Begins to use some words that have different meanings in learning area contexts: <b>sides</b>: 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>	<p>Uses a small range of common topic vocabulary related to learning area topics:</p> <ul style="list-style-type: none"> <li>English: <i>predict; message; title; headings; paragraph; punctuation; diagram</i></li> <li>Geography: <i>legend; temperate; tropical; climate; island; rainforest; forests</i></li> <li>History: <i>Government House; Governor; awards; travelled; goldfields; arrive</i></li> <li>Maths: <i>column chart; bar graph; fraction; numerator; denominator</i></li> <li>Science: <i>liquid; solid; temperature; investigation; Earth; rotates</i></li> </ul> <p>Uses appropriately a small range of words that have different meanings in learning area contexts: <b>column</b> – <i>put it in the first column; the column chart was best to show results</i> <b>bar</b> – <i>I jumped over the bar; I showed the results in a bar graph</i></p>	<p>Uses a growing range of common topic vocabulary related to discuss and write about learning area topics:</p> <ul style="list-style-type: none"> <li>English: <i>events; author; illustrator</i></li> <li>Geography: <i>scale: rainfall; mountain ranges; landforms; vegetation</i></li> <li>History: <i>convict; transportation; colony; voyage; labour; sentenced</i></li> <li>Maths: <i>quarter; diagonal; right angle; measured</i></li> <li>Science: <i>shed; erode; friction; surface; forcing; observe</i></li> </ul> <p>Chooses appropriately words that have different meanings in learning area contexts: <b>sentence</b> – <i>write in complete sentences; the convict was sentenced</i></p>	<p>Uses a wide range of common topic vocabulary needed to discuss and write about learning area topics, including some subject-specific vocabulary that express shades of meaning:</p> <ul style="list-style-type: none"> <li>English: <i>characters; resolution</i></li> <li>Geography: <i>natural features, location; site; coast; port; harbour; coastline; urban</i></li> <li>History: <i>settler; migrated; township; the Eureka Stockade; rebellion; establish</i></li> <li>Maths: <i>chance and data; rotate; congruent; pyramid; doubled; translate; anticlockwise</i></li> <li>Science: <i>rotation; atmosphere; gas; solar system; orbit; reflected; proved</i></li> </ul> <p>Chooses appropriately words that have different meanings in learning area contexts: <b>colony</b> - <i>ant colony; British colony; translated</i> - <i>translated into English; I translated the shape to the right</i> <b>face</b> - <i>her beautiful face, the faces of the pyramid meet at one point, he couldn't face it anymore</i></p>

Language and Literacy Levels across the Australian Curriculum: EALD students

Word knowledge	Level 4 (End of Reception)	Level 5 (End Year 1)	Level 6 (End Year 2)	Level 7 (Year 3)	Level 8 (Year 4)	Level 9 (Year 5)
<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>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>	<p>Spells correctly:</p> <ul style="list-style-type: none"> <li>topic words: <i>erupt; environment; graph</i></li> <li>new words that follow spelling rules and phonological patterns: <ul style="list-style-type: none"> <li>3-letter consonant clusters: <i>strong; through; scratch</i></li> <li>diphthongs and other ambiguous vowel sounds: <i>ay (play); ai (tail); ee (feel); ea (real)</i></li> <li>less common letter patterns such as 'tion': <i>prediction; invitation</i></li> </ul> </li> <li>more complex single syllable homophones: <i>ate/eight; bean/been; right/write</i></li> <li>compound words: <i>anywhere, earthquakes</i></li> <li>applying generalisations: <ul style="list-style-type: none"> <li>adding 's' for plurals and 'es' for plurals when word ends in: <i>s; sh; ch; x or z</i></li> <li>adding 'ed' and 'ing' tense endings: <i>watered; collected; being; walking</i></li> </ul> </li> </ul>	<p>Spells correctly:</p> <ul style="list-style-type: none"> <li>new topic words: <i>diagonal; friction; colony</i></li> <li>frequently used irregular words: <i>friends; because</i></li> <li>regular words: <i>yesterday; another</i></li> <li>word families containing known letters and letter clusters: <ul style="list-style-type: none"> <li>consonant clusters: <i>stripe; throat; screen</i></li> <li>diphthongs and other ambiguous vowel sounds: <i>oy; oi; ou; ow; ould; u; ough; au; aw</i></li> <li>silent beginnings: <i>wr and kn</i></li> </ul> </li> <li>common homophones: <i>to/two/ to; hear/here</i></li> <li>applying generalisations: <ul style="list-style-type: none"> <li>doubling when adding suffix: <i>getting; rubbed; bigger</i></li> <li>dropping 'e' when adding suffix: <i>using; writing</i></li> </ul> </li> </ul>	<p>Spells correctly:</p> <ul style="list-style-type: none"> <li>new topic words: <i>government; temperature</i></li> <li>frequently used, irregularly spelt words: <i>straight</i></li> <li>words with: <ul style="list-style-type: none"> <li>complex but common patterns: <i>different; double</i></li> <li>silent letters: <i>lamb; debts; answer</i></li> <li>homophones: <i>new/knew; there/their/they're</i></li> <li>prefixes and suffixes added to a common base word: <i>triangle; rectangle; rectangular</i></li> </ul> </li> </ul>