| **Dimension of consumer and financial literacy** | **Sub-element** | **Level 1e**  Typically, by the end of Foundation Year, students: | **Level 2**  Typically, by the end of Year 2, students: | **Level 3**  Typically, by the end of Year 4, students: | **Level 4**  Typically, by the end of Year 6, students: | **Level 5**  Typically, by the end of Year 8, students: | **Level 6**  Typically, by the end of Year 10, students: |
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| **Competencies and skills** | **Navigate, read and view learning area texts** | navigate, read and view simple texts with familiar vocabulary and supportive illustrations | navigate, read and view texts with illustrations and simple graphics | navigate, read and view different types of texts with illustrations and more detailed graphics | navigate, read and view subject-specific texts with some challenging features and a range of graphic representations | navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations | navigate, read and view a wide range of more demanding subject- specific texts with an extensive range of graphic representations |
| **Listen and respond to learning area texts** | listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud | listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud | listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi- modal texts and respond to texts read aloud | listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented | listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas | listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions |
| **Interpret and analyse learning area texts** | interpret simple texts using comprehension strategies | interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies | interpret literal information and make inferences to expand topic knowledge using comprehension strategies | interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies | interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies | interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies |
| **Competencies and skills** | **Compose spoken, written, visual and multimodal learning area texts** | compose short learning area texts, with support, to record and report ideas and events | compose and edit a small range of learning area texts | compose and edit a range of learning area texts | compose and edit learning area texts | compose and edit longer sustained learning area texts | compose and edit longer and more complex learning area texts |
| **Use language to interact with others** | use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts | 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 | use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts | use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts | use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts | use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts |
|  | **Deliver presentations** | plan and deliver short presentations related to learning area topics | plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements | plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements | plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences | plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience | plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience |
| **Use knowledge of text structures** | 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 | use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support | use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts | use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes | use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others | use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others |
| **Competencies and skills** | **Express opinion and point of view** | use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes | identify and use language that expresses feelings and opinions, and compares and evaluates people and things | differentiate between the language of opinion and feeling and the language of factual reporting or recording | use subjective, objective and evaluative language, and identify bias | use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer | use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments |
|  | **Understand learning area vocabulary** | use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts | use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts | use growing subject- specific vocabulary to read, discuss and write about learning area topics | use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning | use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts | use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning |
|  | **Understand how visual elements create meaning** | recognise the different meanings of words and images in imaginative and informative texts | describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text | identify the effects of choices in the construction of images, including framing and composition | explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts | analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning | evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances |