National Literacy Learning Progression

Contents

What is literacy?

Literacy is fundamental to a student's ability to learn at school and to engage productively in society.

In the Australian Curriculum,

> … *students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts …*

> *Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area* (ACARA 2016).

What is the focus of the literacy progression?

Literacy development influences student success in many areas of learning at school. The progression can be used to support students to successfully engage with the literacy demands of the Foundation to Year 10 Australian Curriculum.

The National Literacy Learning Progression describes the observable indicators of increasing sophistication in the use of Standard Australian English language. By providing a comprehensive view of literacy learning and how it develops over time, the progression gives teachers a conceptual tool that can assist them to develop targeted teaching and learning programs for students who are working above or below year-level expectations. The literacy progression is inclusive of the modes of listening, speaking, reading, viewing, writing and producing texts.

In the Australian Curriculum, a text is defined as a means for communication. Text forms and conventions enable effective communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language in a range of communication forms, such as print text, visual images, soundtrack and spoken word as found in film or computer presentation media.

The Australian Core Skills Framework has been used to guide decisions on the scope of the progressions. The progression is designed to assist students in reaching a level of proficiency in literacy to at least Level 3 of the Core Skills Framework.

The progression does not advise schools on how to teach, plan, program, assess or report.

How is the literacy progression structured?

Elements and sub-elements

The National Literacy Learning Progression has three elements that reflect aspects of literacy development necessary for successful learners of the F–10 Australian Curriculum and in everyday life. The three elements, which align with the modes of language use, are:

- Speaking and listening
- Reading and viewing
- Writing.

Each element includes sub-elements that represent evidence-based aspects of literacy development. The progression comprises five overarching sub-elements: *Listening, Interacting, Speaking, Understanding texts* and *Creating texts*. These five sub-elements provide a holistic view of literacy capability and are supported by the detail given in the remaining sub-elements. For example, in Reading and viewing, the sub-elements of *Fluency, Phonic knowledge and word recognition* and *Phonological awareness* detail skills that underpin the sub-element of *Understanding texts*. Due to its importance in literacy development, vocabulary is included within and across sub-elements.

The diagram (Figure 1) represents the elements and sub-elements in relation to the literacy development of the student. The sub-elements that are holistic are shown in bold text.
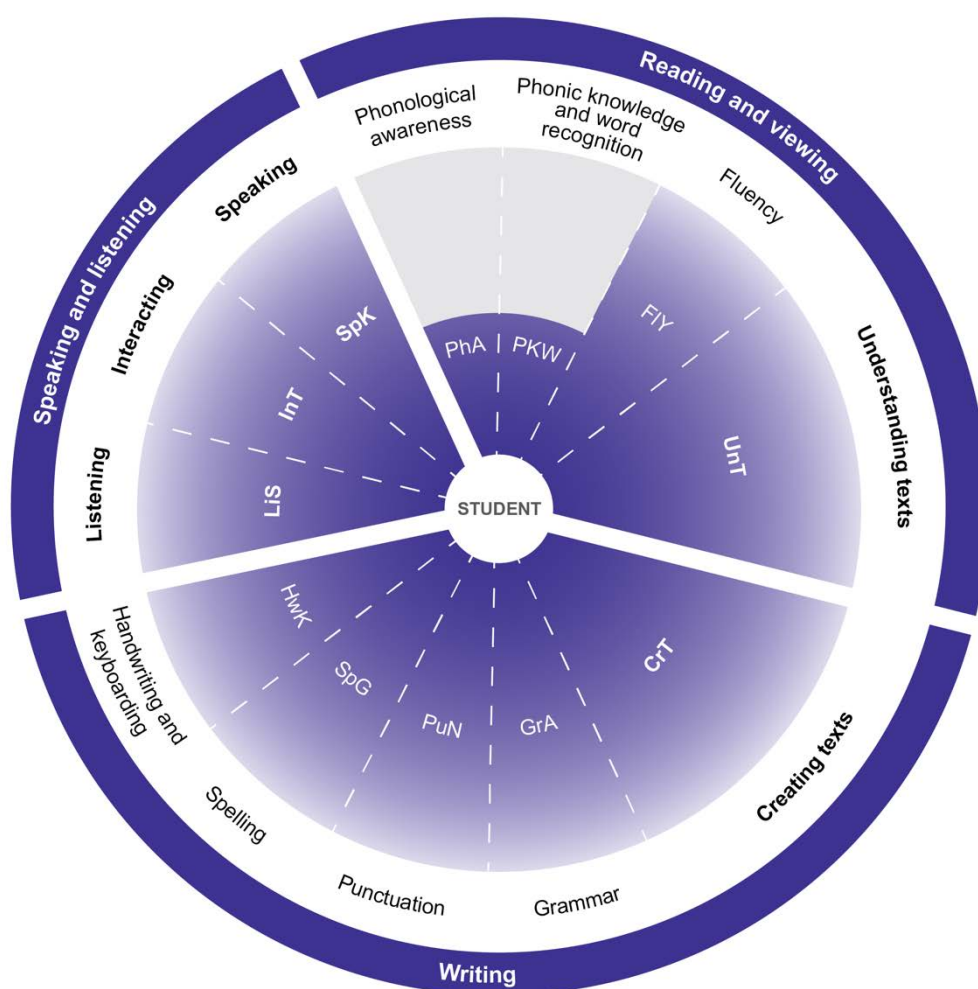

Figure 1. Elements and sub-elements of the National Literacy Learning Progression

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Levels and indicators

Within each sub-element indicators are grouped together to form developmental levels. Each indicator describes what a student says, does or produces and begins with the implicit stem 'A student …' as the subject of the sentence.

There are as many levels within each sub-element as can be supported by evidence. The listing of indicators within a level is non-hierarchical. Each level within a sub-element has one or more indicators and is more sophisticated or complex than the preceding level. The levels within each sub-element are named with a letter and number code that indicates the abbreviated name of the sub-element and the developmental level, in number order. SpK4 indicates the sub-element of speaking at level 4.

In many of the sub-elements, subheadings have been included to assist teachers by grouping indicators into particular categories of skills that develop over a number of levels.

The amount of time it takes students to progress through each level is not specified since students progress in literacy development at different rates.

The levels do not describe equal intervals of time in students' learning. They are designed to indicate the order in which students acquire the knowledge and skills necessary to be literate. As learning is very rapid in the early years of school, the initial levels tend to be more detailed than the later levels.

Moreover, the amount of detail in any level or sub-element is not an indication of importance. A single indicator at a more sophisticated level in the progression may rely on a substantial number of indicators being evident in earlier levels. The diagram (Figure 2) shows the various components included in the progression.
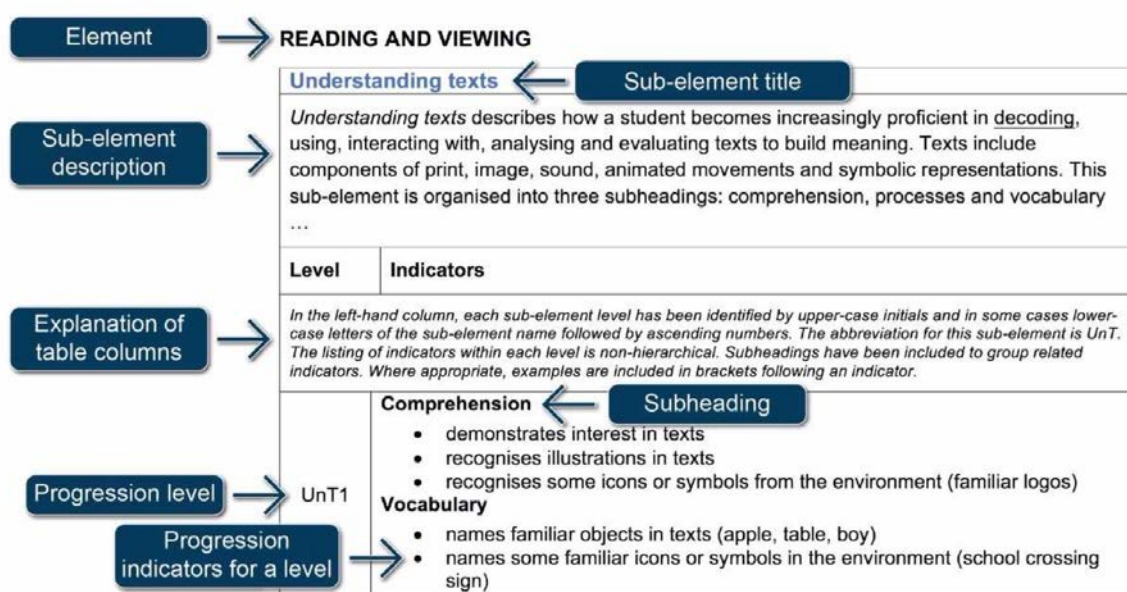

Figure 2. Annotated example of a literacy sub-element

How is the literacy progression related to the Australian Curriculum?

Literacy skills are explicit in the Australian Curriculum: English. However, literacy is strengthened, made specific and extended in other learning areas. Literacy enables students to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Australian Curriculum: English

The Australian Curriculum: English aims to ensure that students:

> *learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose* (Australian Curriculum: English, Aims 2017).

The National Literacy Learning Progression helps teachers to develop fine-grain understandings of student literacy development in the Australian Curriculum: English, especially in the early years. The progression amplifies the literacy skills in the Australian Curriculum: English, particularly in the Language and Literacy strands, and is organised by modes of communication, which in the Australian Curriculum: English are identified by icons. The progression is particularly useful in guiding teachers to support students whose literacy development is above or below the age-equivalent curriculum expectations of the Australian Curriculum: English. The progression has not been designed as a checklist and does not replace the Australian Curriculum: English.

Each sub-element has been mapped to the year level expectations set by the Australian Curriculum: English.

Other Australian Curriculum learning areas

This National Literacy Learning Progression is designed to assist schools and teachers in all learning areas to support their students to successfully engage with the literacy demands of the F–10 Australian Curriculum. The overarching sub-elements of *Listening, Interacting, Speaking, Understanding texts* and *Creating texts* have specific relevance for learning areas other than English.

Advice is included on the literacy demands of each subject in the Australian Curriculum. This advice will assist teachers to plan how to teach specific literacy knowledge and skills essential to students' understanding of subject content.

How can the literacy progression be used?

The National Literacy Learning Progression can be used at a whole school, team or individual teacher level. However, the progression provides maximum student learning benefits when used as part of a whole-school strategy that involves professional learning and collaboration between teachers. Further advice on how to maximise the benefits of the progression is available on the progressions home page.

The progressions can be used to identify the literacy capability of individual students within and across the 12 sub-elements. In any class there may be a wide range of

student abilities. Individual students may not neatly fit within a particular level of the progressions and may straddle two or more levels within a progression. While the progression provides a logical sequence, not all students will progress through every level in a uniform manner.

When making decisions about a student's literacy development, teachers select relevant indicators. It is important to remember indicators at a level are not a prescriptive list and the progression is not designed to be used as a checklist. Teacher judgements about student literacy capability should be based on a range of learning experiences. Observations, discussions, performances or tasks from any learning area can provide suitable evidence of a student's literacy capability.

Teachers can use the progressions to support the development of targeted teaching and learning programs and to set clearer learning goals for individual students. For example, teaching decisions can be based on judgements about student capability that relate to a single indicator rather than all indicators at a level.

How does the literacy progression cater to students for whom English is an additional language or dialect?

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed Student diversity advice and the English as an Additional Language or Dialect (EAL/D) Learning Progression: Foundation to Year 10.

For students who speak a language or dialect other than Standard Australian English, access to language and literacy development is especially important. EAL/D students learn English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge and value the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum.

The EAL/D Learning Progression describes development of English language learning typical of students learning English as an additional language or dialect. Teachers may use the EAL/D Learning Progression to:

- understand the broad phases of English language learning that EAL/D students are likely to experience
- identify where their EAL/D students are located on the progression and the nature of their speaking, listening, reading/viewing and writing skills
- monitor the language progression of their EAL/D students.

The EAL/D Learning Progression, which shows the interaction of first language or dialect with language and literacy development, can be used with the Literacy progression to assist teachers in meeting the language-learning needs of students for whom English is an additional language or dialect. It is important to note that EAL/D

students who do not meet age-related benchmarks when assessed against learning area achievement standards are not necessarily 'underperforming', but rather they are achieving at levels commensurate with their phase of English language learning.

Teachers implementing the literacy learning progression with EAL/D students can also refer to the English as an Additional Language or Dialect: Teacher Resource. This resource provides important information about the diversity of EAL/D learners who enter school with a wide range of English language levels and learning needs.

Speaking and listening

Listening

This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements.

This sub-element is closely related to the sub-elements of *Speaking, Listening, Interacting* and *Phonological awareness.*

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and, in some cases, lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is LiS. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
LiS1	• distinguishes between sounds made with instruments • distinguishes between sounds in the environment
LiS2	• responds to spoken texts (uses facial expressions, movements, turns towards the speaker) • responds to short phrases relying on key words, tone of voice and intonation • follows a simple command • recognises and generates one-syllable rhyming words (see Phonological awareness) • repeats familiar words heard in a text or conversation
LiS3	• listens actively to short texts consisting of a few sentences • recalls one or two ideas • responds to simple statements, commands or questions • uses a small range of listening strategies (asking what, when, why questions about a text they have listened to)

Listening	
	• discriminates individual words in a short, spoken sentence • identifies familiar objects and actions heard in a text (the chicken ate the bug)
LiS4	• responds to simple and predictable texts (see Text complexity) • recalls specific information from a spoken text (recalls a message from a school assembly announcement) • responds to literal questions about a spoken text • experiments with a small range of listening strategies (asks speaker to repeat information, if unclear) • uses learnt vocabulary and simple adjectives to recount key ideas from heard text
LiS5	• listens to texts to engage with learning area content • recalls specific information from a learning area text • attends to sequence when recounting ideas • listens to a familiar story and retells, making minor adaptations if needed • selects appropriate listening strategies (asking questions to elicit extra information, rephrasing others' contribution to check own comprehension) • uses cohesive vocabulary to support comprehension (listens for temporal connectives such as first, then, finally and conjunctions such as also) to identify next section in text
LiS6	• responds to texts with unfamiliar content • identifies main ideas of a spoken text using supporting details • identifies purpose and intended audience of a spoken text • infers meaning from texts that contain features such as music and environmental sounds • asks relevant questions to extend understanding • discusses language and audio features of the text
LiS7	• responds to moderately complex and sophisticated texts (see Text complexity) • identifies and analyses how spoken language is used for different effects (identifies the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas) • selects appropriate listening strategies for planned and unplanned situations (records and organises information from a text in a table or with detailed notes) • identifies how vocabulary is used to impact on the target audience
LiS8	• identifies and paraphrases key points of a speaker's arguments • discusses their own and others' listening behaviours • evaluates strategies used by the speaker to elicit emotional responses • identifies any shifts in direction, line of argument or purpose made by the speaker • adopts and re-uses complex abstractions heard in texts • identifies how speakers' language can be inclusive or alienating (a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

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Interacting

This sub-element describes how a student becomes increasingly proficient at active listening, strategic and respectful questioning and using language to share information and negotiate meaning and outcomes. Students interact across an increasing range of curriculum contexts and purposes in pair, group or whole-class oral interactions. This sub-element focuses on the development of two-way interaction processes to clarify and create understanding.

This sub-element is closely related to the sub-elements *Listening* and *Speaking*.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is InT. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
InT1	- shares simple ideas with peers - responds to questions in class discussion - listens without interrupting (See Listening) - uses non-verbal responses (nods) - uses home language or dialect to interact with familiar peers and adults
InT2	- contributes simple ideas and shares personal experiences to participate in informal group discussions - shows signs of active listening, looks at the speaker - shows beginning awareness of discussion conventions (pauses when another speaker starts) - uses appropriate language or dialect to interact with speakers of the same language
InT3	- actively listens to stay on topic in a small group discussion - joins in small group and whole-class discussion - asks relevant questions for clarification or to find out others' ideas (What do you think about that?) - takes turns as speaker and listener - interacts using appropriate language in pairs or a small group to complete tasks
InT4	- interacts to extend and elaborate ideas in a discussion (provides an additional example) - presents simple ideas clearly in group situations - actively encourages or supports other speakers

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Interacting	
	• shows awareness of discussion conventions (uses appropriate language to express agreement and disagreement in class discussions) • uses language to initiate interactions in a small group situation ('I have an idea')
InT5	• interacts to critically evaluate ideas and refine meaning • explains new learning from interacting with others • uses a range of strategies for effective dialogue (questions claims made by a speaker or presents an alternative point to the previous speaker) • initiates interactions confidently in group and whole-class discussions • asks pertinent questions to make connections between a range of ideas • uses open questions to prompt a speaker to provide more information • clarifies task goals and negotiates roles in group learning • monitors discussion to manage digression from the topic • identifies and articulates a point of view of a speaker, to move a conversation forward
InT6	• synthesises ideas from group discussion into a common theme or hypothesis • poses problems, hypothesises and formulates questions about abstract ideas in group situations • restates different views and makes suggestions to negotiate agreement • asks questions to clarify assumptions made by the speaker • questions others to evaluate accuracy of thinking or problem-solving processes • interacts with school or the broader community, adjusting language and responses to suit purpose and audience • uses language to align the listener with personal position (of course, as you can imagine, obviously)
InT7	• gives an extended explanation and evaluation of a complex concept, issue or process • justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation • uses language strategically to subtly align others to own point of view

Speaking

This sub-element describes how a student becomes increasingly proficient at selecting language to express and share ideas, appropriate to audience, purpose and task – in planned speaking situations. This sub-element includes the development of skills and techniques to demonstrate understanding through fluent, coherent, cohesive speech – for audiences and purposes specific to learning areas. It is a progression of speaking about increasingly abstract and intellectual subject matter using more sophisticated competencies.

This sub-element is closely related to the sub-elements of *Listening, Interacting* and *Phonological awareness.*

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
	Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is SpK. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.
SpK1	- speaks in short phrases or simple sentences about familiar objects, people or events - expresses feelings and needs (I'm thirsty) - makes simple requests - indicates a preference when offered a choice (selects a fruit from a bowl) - use simple, appropriate personal greetings **Vocabulary** - uses a small range of familiar words - names common items from pictures or the environment
SpK2	- retells personal events and experiences to peers and known adults - shares feelings and thoughts (about the events and characters in text) - retells key details or points from a text viewed or heard - uses appropriate or mainly appropriate word order - uses appropriate volume for small audiences - uses rehearsed phrases to introduce themselves (Good morning, my name is …) Vocabulary - uses simple connectives to join ideas (and then) (see Grammar) - uses simple adjectives to describe (red, big) (see Grammar) - uses a small range of opinion adjectives (nice, good) (see Grammar) - uses simple language to compare and contrast (smaller, more)

Speaking		
		• uses common time and causal connectives to relate ideas (then, because) (see Grammar)
SpK3		• makes short presentations using a few connected sentences, on familiar and learnt topics (retells a familiar story or describes a process) • speaks audibly and clearly to a familiar audience (own class) • uses some extended sentences • organises key ideas in logical sequence • provides some supporting details • expresses causal relationships (when the egg cracked the chicken came out) • provides simple justifications (I chose cherries because they are red) • uses some varying intonation or volume for emphasis • regulates pace with pausing **Vocabulary** • uses some precise vocabulary from learning areas • uses connectives to sequence ideas (first, then, next, finally) (see Grammar) • uses vocabulary to express cause and effect (the excursion was cancelled because it rained) • uses some modal language to influence or persuade (should, will) (see Grammar)
SpK4		• delivers spoken texts for a range of purposes across learning areas (explains how the mathematics problem was solved) • uses complex sentence constructions including relative clauses (the boy who drew the picture got a prize) (see Grammar) • adjusts register to suit audience and purpose • elaborates on ideas using a short sequence of sentences • incorporates learnt content into spoken text • sequences ideas and events appropriately • uses mainly correct grammatical constructions (pronoun references; plurals) • varies volume and intonation to suit purpose and audience • plans and delivers spoken presentations using appropriate structure and language • includes multimodal enhancements to spoken texts, where appropriate (includes slides or pictures in a spoken presentation) **Vocabulary** • experiments with vocabulary drawn from a variety of sources • uses adverbials to give more precise meaning to verbs (talking loudly) (see Grammar) • uses a range of vocabulary to indicate connections (consequences) • uses conditional vocabulary to expand upon ideas (if Goldilocks ate all the porridge the bears would be hungry)

Speaking	
SpK5	• delivers sustained spoken texts on a broad range of learning area topics • includes details and elaborations to expand ideas • uses connectives to signal a change in perspective (however, although, on the other hand) or to show causal relationships (due to, since) (see Grammar) • uses a range of expressions to introduce an alternative point of view (in my opinion, he did not agree with) • rehearses spoken text to accommodate time and technology • controls tone, volume, pitch and pace to suit content and audience • uses technologies or multimodal features to enhance spoken text (videos a spoken presentation with music, sound effect enhancements) **Vocabulary** • uses a broader range of more complex noun groups to expand description (protective, outer covering) • selects more specific and precise words to replace general words (uses difficult or challenging for hard) • uses some rhetorical devices (don't you agree?)
SpK6	• speaks on a range of real or imagined topics that include ideas or concepts from learning areas • organises more complex ideas or concepts logically, selecting details to accentuate key points • speaks audibly and coherently to a less familiar audience for a sustained period • shows increasing awareness of audience by moderating length, content and delivery of spoken texts • uses register according to purpose and audience • researches to prepare spoken texts • uses a range of technology and multimodal resources to engage audience and enhance content **Vocabulary** • varies vocabulary to add interest and to describe with greater precision (uses topic-specific noun groups such as exploitation of resources) (see Grammar) • uses language creatively (the moon shines bravely) • uses sensory vocabulary to engage the audience (a gasp of dismay) • uses technical vocabulary to demonstrate topic knowledge (deforestation) • consistently uses a range of synonyms to add variety and precision to spoken text • uses abstractions (freedom, fairness)
SpK7	• speaks on topics which explore and interpret concepts drawn from research or learning area content • selects voice appropriate to purpose (third person to create distance and authority or first person to achieve personal connection) • uses ideas and language features appropriate to complex topics

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	Speaking
	• controls a range of language features to affect the audience (uses modal language for emphasis) • rephrases or clarifies to repair meaning • uses language structures and features appropriate to learning area content • uses technologies and multimodal resources to enhance meaning and effect in presentations **Vocabulary** • selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply) • uses a range of evaluative language to express opinions or convey emotion (significant benefits, devastating consequences) • uses a range of emotive language appropriate to topic, purpose and audience • uses rich, evocative descriptive language • uses figurative language (hungry for success)
SpK8	• speaks on topics which explore issues drawn from research or learning area content • includes a range of alternative viewpoints in spoken texts, where appropriate • controls and manipulates a sophisticated range of language features to affect the audience • uses a range of rhetorical devices and humour to engage the audience • references and quotes authorities or statistics to add authority (according to a recent OECD report) • delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Reading and viewing

Phonological awareness

Phonological awareness is the term used to describe the awareness of the constituent sounds of spoken words which can be distinguished in three ways: by syllables, by onset and rime and by phoneme (the smallest unit of spoken word)

Phonemic awareness is a sub-element of phonological processing and is the awareness of phonemes which is demonstrated when students identify and manipulate phonemes.

Phonemic awareness is essential for students to understand the relationship between speech and print and, therefore, to read and write.

This sub-element supports the sub-elements of *Listening, Speaking, Phonic knowledge and word recognition* and *Understanding texts*.

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Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is PhA. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
PhA1	• joins in rhymes and chants and songs (see Listening) • repeats sounds, words, sayings, poems • completes familiar phrases in texts including chants, songs and poems
PhA2	• segments a short spoken sentence of three to five words into separate spoken words • orally blends and segments words with two and three syllables hopp-ing, fam-i-ly • blends onset/rime to say a word (m/um = mum, h/at =hat, sh/op = shop) • provides a word when given a starting phoneme (p, picture) • consistently says the first phoneme of a spoken word (good, g) • listens and indicates words that end the same (rhyme) from a choice of up to four one-syllable words (sing, thing, wing, dog) • listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
PhA3	• orally blends two or three phonemes together to make a one-syllable word (a-sh, s-u-n, b-i-n, sh-i-p) • orally segments words of two or three phonemes into separate phonemes (c-a-t, s-u-n, k-i-ck)

Phonological awareness	
	• identifies the number of phonemes that make up a spoken one-syllable word comprised of less than four phonemes
PhA4	• orally blends four phonemes together to make a one-syllable spoken word (s-t-o-p, stop) • orally segments spoken words comprised of four phonemes into separate phonemes (fresh, f-r-e-sh) • identifies the number of phonemes that make up a given word • identifies the number of phonemes that make up a spoken, one-syllable word comprised of less than five phonemes
PhA5	• says the new word when asked to delete an initial phoneme (phoneme deletion – cat, at; brat, rat) • says the new word when asked to substitute an initial, middle or final phoneme (phoneme substitution – c-a-t becomes b-a-t, bat becomes b-e-t, bet becomes b-e-ll) • says the new word when asked to add a phoneme (phoneme addition – all, ball; in, thin)

Phonic knowledge and word recognition

This sub-element describes how a student becomes increasingly proficient at using letter-sound relationships and visual knowledge as code-breaking skills. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. The sub-element *Phonic knowledge and word recognition* provides a detailed progression of phonics skills that support the sub-element *Understanding texts*.

Particular links exist between this sub-element and the sub-elements *Phonological awareness, Spelling* and *Understanding texts*.

A phoneme is a spoken sound and a grapheme is the letter or group of letters that represent each phoneme.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is PKW. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

Level	Indicators
PKW1	**Word recognition** • indicates letters and words in a variety of situations in the environment (in written texts, on a whiteboard) (Note: Not required to read the word or say the sound or name of the letter)
PKW2	**Word recognition** • identifies pictures, words, spaces between words and numerals in texts (points to/indicates pictures, words and spaces around words in a continuous text) • reads aloud some familiar words and identifies them in environmental print (classroom labels, shop names, street signs) • identifies own name or familiar names when presented in written form • distinguishes own name from a small number of alternative words
PKW3	**Phonic knowledge** • says the most common phoneme for taught, single-letter graphemes (b, a, m) and applies knowledge when reading decodable texts • blends phonemes of taught graphemes to decode VC (at) and CVC (bat) words and applies this knowledge when reading decodable texts • identifies first phoneme in words • orally segments and writes CVC words (c-a-t, h-a-t) **Word recognition**

Phonic knowledge and word recognition

	- identifies two or more letters that are the same in two words (tell, bat) - reads taught high-frequency words in a decodable text and in the environment (the, to, I, no, go) - reads a familiar word in different contexts (brand names, book titles)
PKW4	**Phonic knowledge** - says the most common phoneme for all single-letter graphemes - writes/selects corresponding graphemes for all common phonemes - blends phonemes for all common, single-letter graphemes to read VC and CVC words and applies this knowledge when reading decodable texts - segments and writes VC and CVC words with letters in correct order and reads them aloud **Word recognition** - reads an increasing number of taught high-frequency words in decodable texts and own writing (was, you, one, said, have, were)
PKW5	**Phonic knowledge** - gives examples of how a phoneme can be represented by more than one letter or letter combination (c, ck) - says short and long vowel sounds for letters a, e, i, o, u - reads single-syllable words with common double letters (ss – fuss, ll – will, zz – buzz, f – puff) and applies this when reading decodable texts - reads single-syllable words with taught consonant digraphs (sh, ch and ck – sh-i-p, r-i-ch, l-o-ck) and applies this when reading decodable texts - reads single-syllable words with common long vowels CVCe and applies this when reading decodable texts - reads one- and two-syllable words with common suffixes, applies when reading decodable texts and uses appropriately when writing (-ing, -ed,) (jumped) - segments and represents CCVC and CVCC words containing consonant digraphs and consonant blends (sh-o-p, b-e-s-t) **Word recognition** - reads an increasing number of taught high-frequency words in decodable texts and different contexts (own writing, shared reading)
PKW6	**Phonic knowledge** - reads words with taught vowel digraphs (ee, oo, ay, ai, ea, oa, ow) and applies when reading decodable texts - reads two-syllable compound words with taught grapheme-phoneme correspondences (desktop, shellfish, carpark, farmyard) and applies when reading decodable texts - writes common words with taught consonant blends and vowel digraphs (trip, boat) **Word recognition**

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Phonic knowledge and word recognition

	• reads most common high-frequency words (100 or more) in connected text
PKW7	**Phonic knowledge** • reads CCVCC words (trust), CCCVC words (scrap), CCCVCC words (thrust) and applies when reading continuous texts • reads words with r-controlled vowel combinations ar, er, or, ur, ir and writes words accordingly and applies when reading continuous texts • applies common phonic generalisations (long e rule, soft c and soft g rule) when reading continuous texts • says and represents the new word when asked to delete a phoneme within an initial blend of a single-syllable word (spat/sat) **Word recognition** • reads new words containing taught grapheme-phoneme correspondences in a variety of contexts without using obvious sounding out strategies • reads high-frequency words within a continuous text accurately and without hesitation (see *Fluency*)
PKW8	**Phonic knowledge and word recognition** • reads less common graphemes that contain alternative spelling for phonemes (/ch/tch/j/g/) and applies when reading continuous texts • reads multisyllabic words, including those with prefixes and suffixes, and applies when reading continuous texts (in-, ex-, dis-, -ful, -able, -ly) • reads words with silent letters in digraphs (kn, mb) and applies when reading continuous texts
PKW9	**Phonic knowledge and word recognition** • uses grapheme-phoneme knowledge and blending skills to read continuous texts containing multisyllabic, complex and unfamiliar words quickly and accurately (see *Understanding texts, Fluency*)

Fluency	

This sub-element describes how a student becomes increasingly faster, smoother, more accurate and expressive in their reading aloud of progressively complex print texts. At higher levels of the progression, students demonstrate comprehension of a text through confident use of intonation, pausing, accuracy and pace. The sub-element of *Fluency* provides the detailed progression in support of the sub-element *Understanding texts.*

Level	Indicators
	Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is FlY. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.
FlY1	• reads aloud decodable texts word by word, with emphasis on one-to-one matching • reads with some intonation and expression
FlY2	• reads decodable texts by phrasing two words at a time with some attention to expression
FlY3	• reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts) • uses punctuation cues and some intonation and expression • reads accurately at an efficient pace without overt sounding and blending • reads at 90 words per minute pace
FlY4	• reads aloud a predictable text at a flowing pace, pausing to attend to more complex punctuation • uses effective intonation, stress and expression that indicate comprehension • maintains pace and accuracy when partner reading with an experienced reader • reads without finger tracing
FlY5	• reads aloud a range of moderately complex texts with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression • varies pace according to purpose and audience • reads aloud with expression that reflects the author's purpose and meaning (see Understanding texts)
FlY6	• reads aloud a range of moderately complex and sophisticated texts which include multisyllabic words and complex sentences with fluency and appropriate expression • consistently and automatically integrates pausing, intonation, phrasing and rate

Understanding texts

Understanding texts describes how a student becomes increasingly proficient in underlined decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This sub-element is organised into three subheadings: comprehension, processes and vocabulary.

The sub-elements *Phonological awareness, Phonic knowledge and word recognition* and *Fluency* provide detail for this sub-element and allow teachers to focus on specific aspects of reading where required. The sub-elements that support *Understanding texts* are bracketed at the end of relevant indicators.

This sub-element references Text complexity at Appendix 6. The text complexity advice includes four levels: simple, predictable, moderately complex and sophisticated, and describes the scope of texts students need to be able to work with to be successful in the Foundation to Year 10 Australian Curriculum learning areas.

Some students will communicate using augmentative and alternative communication strategies to demonstrate their literacy skills. This may include digital technologies, sign language, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is UnT. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.	
UnT1	**Comprehension** • demonstrates interest in texts • recognises illustrations in texts • recognises some icons or symbols from the environment (familiar logos) **Vocabulary** • names familiar objects in texts (apple, table, boy) • names some familiar icons or symbols in the environment (school crossing sign)
UnT2	**Comprehension** • listens to texts read by an adult • repeats fragments of text • invents a spoken text based on images **Processes** • recognises symbols and words in texts (recognises own name)

Understanding texts	
	• shows awareness of correct orientation of text (the book is the right way up) • imitates reading behaviour, beginning at the front and finishing at the back of the book **Vocabulary** • names familiar objects in texts and adds some detail (the apple is red)
UnT3	**Comprehension** • listens actively to a range of texts read by others • engages in group discussion about a text • talks about images and/or some printed words in a text • answers and poses mainly literal questions about the text **Processes** • distinguishes features of the text (images, words, numbers) • locates the front and back of a book and turns pages correctly • locates the starting point for reading on a page or screen • uses touch or click features to navigate a text (clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts) **Vocabulary** • asks questions to find out meaning of unfamiliar words • knows and can use words in discussions that have been encountered in simple texts
UnT4	**Comprehension** • reads and views simple texts with adult support (see Text complexity) • demonstrates understanding of a range of texts read by adults • makes relevant comments or asks relevant questions to demonstrate understanding of the text • makes connections between texts and personal experiences • retells a familiar story **Processes** • demonstrates one-to-one correspondence by pointing to words in a continuous text or in the environment (see *Phonic knowledge and word recognition*) • uses some phonic and contextual knowledge to decode simple texts (see *Phonic knowledge and word recognition*) • tracks text left to right • uses return sweep • consistently reads left page before right page • makes predictions (uses the cover of a book or screen image to predict the content)

Understanding texts	
	• identifies simple grammatical features (identifies verbs to follow a set of instructions) (see *Grammar*) • pauses or appeals for support when meaning is disrupted • identifies sentence boundary punctuation (see *Punctuation*) **Vocabulary** • demonstrates understanding of common morphemic word families when reading (identifies the word run in running) • recognises repeated words in a simple text (see Text complexity)
UnT5	**Comprehension** • reads and views simple texts independently (see Text complexity) • listens to texts to engage with learning area content (a text about family histories) • views and discusses the content and features of texts with predictable structures (identifies new or learnt information after reading) • expresses an opinion or preference for a topic or text • infers meaning by integrating print, visual and audio aspects of simple texts • identifies some differences between imaginative and informative texts (different styles of images in a fairy tale and instructions for a game) • recounts or describes sequenced ideas or information from simple texts with print and visual elements **Processes** • uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see *Phonic knowledge and word recognition*) (see Text complexity) • pauses when meaning breaks down and attempts to self-correct • uses visual and auditory cues to build meaning in multimodal texts (colour, shape and size of images, sound effects) • selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes **Vocabulary** • identifies key words and the meaning they carry (nouns, verbs) • shows awareness that homonyms have different meanings in different contexts (right, mean, bat) • shows awareness of words that sound the same but are spelt differently (their, there, know, no)
UnT6	**Comprehension** • reads and views simple texts and some predictable texts (see Text complexity) • locates specific information in a predictable print text or a given set of digital sources • describes the purpose of informative, imaginative and persuasive texts

Understanding texts	
	• draws inferences and explains using background knowledge or text features (infers character's feelings from actions) • makes connections within and between texts (between spoken and written texts that present similar information) • discusses how new information builds on current knowledge (I know that insects have wings but I didn't know all insects have six legs) • recounts or describes the most relevant details from a text **Processes** • recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see *Phonic knowledge and word recognition*) • identifies parts of text used to answer literal and inferential questions • identifies connectives that develop coherence between ideas or events (tracks pronoun referencing) (see *Grammar*) • identifies phrases that provide 'chunks of meaning' within a sentence (noun, verb and adjectival groups) (see *Fluency* and *Grammar*) • recognises the effect of punctuation on meaning • identifies common features in similar texts (photographs in informative texts) **Vocabulary** • uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) • discusses the vocabulary and visual features of texts • identifies creative use of language (a very tall character is called 'Tiny') • uses context and grammar knowledge to understand unfamiliar words (the word vast in the phrase vast desert)
UnT7	**Comprehension** • reads and views predictable texts and some moderately complex texts (see [Text complexity](#)) • identifies the main idea in a predictable text • identifies the purpose of predictable texts and moderately complex texts • monitors the development of ideas using language and visual features (topic sentences, key verbs, graphs) • recognises that texts can present different points of view • distinguishes between fact and opinion in texts • interprets visual elements in multimodal texts (salience, framing, colour palette) • compares and contrasts texts on the same topic to identify how authors represent the same ideas differently • answers inferential questions **Processes**

Understanding texts	
	• monitors reading for meaning using phonic knowledge and contextual knowledge and selecting strategies such as re-reading and reading on) (see *Phonic knowledge and word recognition* and *Fluency*) • identifies simple language and text features that signal purpose (diagrams, dialogue) • cites text evidence to support inferences • uses common signposting devices such as headings, subheadings, paragraphs, navigation bars and links to navigate texts **Vocabulary** • interprets creative use of language (figurative language, metaphor, simile, onomatopoeia) • explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge • describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups) • recognises how synonyms are used to enhance a text (transport, carry, transfer) • draws on knowledge of word origin to work out meaning of discipline-specific terms (universe)
UnT8	**Comprehension** • reads and views some moderately complex texts (see Text complexity) • identifies author's perspective • accurately retells a text including most relevant details • evaluates the accuracy of texts on the same topic or texts that present differing points of view or information • explains how authors use evidence and supporting detail in texts • poses and answers inferential questions **Processes** • uses prior knowledge and context to read unknown words (uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.) • uses knowledge of cohesive devices to track meaning throughout a text (connectives such as however, on the other hand) (see *Grammar*) • uses knowledge of the features and conventions of the type of text to build meaning (recognises that the beginning of a persuasive text may introduce the topic and the line of argument) • identifies language features used to present opinions or points of view • skims and scans texts for key words to identify main idea **Vocabulary** • use knowledge of prefixes and suffixes to read and interpret unfamiliar words • identifies how technical and discipline-specific words develop meaning in

Understanding texts		
		texts • recognises how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text • understand precise meaning of words with similar connotations (generous, kind-hearted, charitable)
UnT9		**Comprehension** • reads and views moderately complex texts (see Text complexity) • identifies the main themes or concepts in moderately complex texts • summarises the text identifying key details • compares and contrasts the use of visual elements in multimodal texts with similar purposes • interprets and integrates visual, auditory and print elements of multimodal texts • identifies how authors create a sense of playfulness (pun, alliteration) • builds meaning by actively linking ideas from a number of texts or a range of digital sources • interprets point of view or perspective in a moderately complex text • justifies an opinion or response by citing evidence from a text • evaluates text for relevance to purpose and audience • classifies ideas or information for a set task or purpose **Processes** • uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning • uses knowledge of a broader range of cohesive devices to track meaning (paragraph markers, topic sentences) (see *Grammar*) • selects reading/viewing pathways appropriate to reading purpose (scans text for key phrase or close reading for learning) • analyses how language in texts serves different purposes (identifies how descriptive language is used differently in informative and persuasive texts) (see *Grammar*) • judiciously selects texts for learning area tasks and purposes • distils information from a number of sources according to task and purpose (uses graphic organisers) **Vocabulary** • identifies language used to create tone or atmosphere • analyses language and visual features in texts using metalanguage (paragraph, apostrophe, camera angle) • applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words • uses a range of context and grammatical cues to understand unfamiliar words

Understanding texts	
UnT10	**Comprehension** - reads and views moderately complex or some sophisticated texts (see Text complexity) - interprets abstract or more remote content - analyses visual text to identify point of view - recognises layers of meaning - synthesises information from a variety of complex texts - evaluates the effectiveness of language forms and features used in moderately complex or some sophisticated texts - evaluates the reasoning and evidence in a persuasive text - explains how context (time, place, situation) influences interpretations of a text - analyses the author's perspectives in moderately complex or some sophisticated texts - analyses the techniques authors use to position readers - recognises when ideas or evidence have been omitted from a text to position the reader **Processes** - integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning - applies and articulates criteria to evaluate the structure, purpose or content of a text - describes how sophisticated cohesive devices establish patterns of meaning (class – subclass, cause–effect) - selects and cites the most appropriate evidence from a text to support an argument or opinion **Vocabulary** - demonstrates an understanding of nuances and subtleties in words of similar meaning (frustrated, discouraged, baffled)
UnT11	**Comprehension** - reads and views sophisticated texts (see Text complexity) - interprets symbolism in texts, providing evidence to justify interpretation - derives a generalisation from abstract ideas in texts - critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes - integrates existing understanding with new concepts in texts - analyses the credibility and validity of primary and secondary sources - evaluates the style of a text - evaluates the use of devices such as analogy, irony and satire - analyses how authors manipulate language features, image and sound for a purpose (to create humour or playfulness)

Understanding texts	
	• analyses bias in texts • explains assumptions, beliefs and implicit values in texts (economic growth is always desirable) • evaluates the social, moral and ethical positions taken in texts **Processes** • strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts • navigates digital texts to efficiently locate precise information that supports the development of new understandings • identifies contradictions and inconsistencies in texts • identifies relevant and irrelevant information in texts • judiciously selects and synthesises evidence from multiple texts to support ideas or arguments **Vocabulary** • interprets complex, formal and impersonal language in academic texts • interprets and analyses complex figurative language (euphemisms, hyperbole) • demonstrates self-reliance in exploration and application of word learning strategies

Writing

Creating texts

The *Creating texts* sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas.

At the early levels, students experiment with the use of letters and words to convey meaning. The focus moves to control of the basic conventions of writing, as students begin to explore the features of texts for a limited range of purposes. At the higher levels, writing becomes a key tool for learning and develops for a broader range of purposes in the context of the different Australian Curriculum learning areas.

The structure of the *Creating texts* sub-element changes at level CrT8. From that level, indicators are grouped into three broad text purposes (informative, persuasive and imaginative) to show how language changes for these different purposes. This aligns with the Australian Curriculum: English, which identifies the same three broad purposes for writing. Informative texts include explanations, information reports, procedures and investigation reports. Persuasive texts include responses, arguments and discussions. Imaginative texts use literary language to entertain and to teach and affirm cultural values. An effective writer makes language choices appropriate to the purpose of writing. Throughout the progression, students will create hybrid texts by combining features from across the three broad purposes. Students' texts may include components of print, image, sound, animations and symbolic representations.

The sub-elements (*Spelling, Punctuation, Grammar* and *Handwriting and keyboarding*) provide detail to support teachers to focus on specific aspects of writing.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include real objects, photographs, pictographs, braille and digital technologies.

The framework used for the *Creating texts* sub-element was informed by the Writing to Learn Progressions developed by Dr Peter Knapp for his forthcoming book for UNSW Press – Genre and Grammar: Assessing Student Writing.

Level	Indicators
	Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is CrT. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.
CrT1	**Crafting ideas** • conveys messages through actions or talk (see *Speaking*)

Creating texts

	• shares information in different ways (uses illustrations, icons and images; innovates on familiar texts through play) • observes others writing with interest and attention (asks what the writing is for and what it says) (see *Speaking*) **Text forms and features** • intentionally creates letter-like shapes or strings, experimenting with forms and shapes (horizontal and vertical lines, and/or circular shapes) • draws pictures and shapes
CrT2	**Crafting ideas** • articulates or draws ideas for writing (see *Speaking*) • uses speech to dictate a written text • differentiates between drawing and writing • talks about why people write • assigns messages to own texts ('reads' back own play writing, but with varying meanings) • composes emergent texts for specific purposes (greetings on a birthday card, labels) **Text forms and features** • writes some recognisable letters (one or two letters of own name) • identifies symbols/letters written or drawn with prompting (see *Phonic knowledge and word recognition*) **Vocabulary** • asks about words used in the environment (signs, labels, titles, captions) • searches for and sometimes copies words of personal significance found in written texts
CrT3	**Crafting ideas** • expresses an idea drawing on familiar experiences and topics using attempted words and pictures • experiments with familiar texts to achieve intentional purposes (birthday card or list) **Text forms and features** • writes from left to right and top to bottom

Creating texts	
	• writes letters to represent words (see *Phonic knowledge and word recognition*) **Vocabulary** • writes own name and other personally significant words (family names, dog, house)
CrT4	**Crafting ideas** • talks about the purpose and audience of familiar imaginative and informative texts • writes one or more ideas which are not necessarily related, using sentence fragments (labels a drawing) • writes texts in different forms (lists, story) • combines visuals with written text where appropriate • reads back own writing • talks about own text and describes details **Text forms and features** • writes some appropriate letter combinations to represent words (see *Spelling* and *Phonic knowledge and word recognition*) • includes noun-verb agreement in sentence fragments (see *Grammar*) • writes from left to right using spaces between attempted words • uses basic noun groups (my house) (see *Grammar*) **Vocabulary** • writes a small range of familiar common words • writes two- and three-letter high-frequency words • includes learnt vocabulary in own texts • asks for help with less familiar words
CrT5	**Crafting ideas** • writes text for a familiar purpose (to recount a personal experience, to tell a story, to express thoughts and feelings, to give an opinion) • writes two or three related ideas which may include other unrelated ideas • uses ideas from informative and imaginative texts read or viewed for own writing **Text forms and features**

	Creating texts	

	• structures ideas into simple sentences made up of basic verb groups, noun groups and phrases (see *Grammar*) • uses adjectives to add meaning by describing qualities or features (red, small, long) (see *Grammar*) • expresses feelings and opinions about people and things (nice) • writes identifiable clauses often linked using 'and' (see *Grammar*) • uses logical word order in sentences (see *Grammar*) • makes plausible attempts to write unfamiliar words phonetically (enjn for engine) (see *Spelling*) • uses upper-case letters correctly to indicate proper nouns (see *Punctuation*) • uses capital letters and full stops correctly at the start and end of sentences (see *Punctuation*) **Vocabulary** • uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family) • borrows words from other writers • uses common and proper nouns particular to students' contextual knowledge • uses high-frequency words • uses modifying words (very)
CrT6	**Crafting ideas** • writes for a range of purposes (to recount a personal experience, to observe and describe, to provide a reason why, to express thoughts and feelings about a topic) • writes four or more sequenced and clearly connected ideas • includes a simple orientation for the reader (At school we are learning about …) • expresses ideas appropriate to a task or topic in connected, clearly sequenced sentences (reports or describes an event or experience including at least one key detail; innovates on familiar texts) • selects and discards ideas to make texts suitable for familiar audiences and purposes • organises text logically (ideas in time sequence) • uses key words from informative texts read or viewed in own writing **Text forms and features**

Creating texts	
	• writes simple and compound sentences related to a topic using conjunctions (and, but, so, because, when) (see *Grammar*) • maintains tense within a sentence (see *Grammar*) • selects images to complement writing • spells simple and many high-frequency words correctly (see *Spelling*) • intentionally uses simple punctuation (!, ?) (see *Punctuation*) • uses noun groups to develop ideas (new baby chicken) (see *Grammar*) • uses simple cohesive language (then, after, and) • uses adverbs to give precise meaning to verbs (talking loudly) (see *Grammar*) **Vocabulary** • uses words to indicate quantity (every, some, a few) • uses specific learning area topic vocabulary • uses common homophones (two, to)
CrT7	**Crafting ideas** • writes informative, imaginative and persuasive texts using evidence of structure (to recount a personal experience or a sequence of events; to describe a person, thing or process; to provide a reason why; to provide an opinion backed up with a reason; to express thoughts and feelings) • writes using learnt ideas on a range of topics from learning areas • supports ideas with some detail and elaboration • uses sources to refine ideas (ideas introduced from a shared text to add detail and engage the reader) **Text forms and features** • expands ideas through intentional use of simple and compound and occasional complex sentences (see *Grammar*) • uses pronouns correctly to link to an object or person across the text (see *Grammar*) • uses images to reinforce ideas in written text • maintains consistent tense within and between sentences (see *Grammar*) • organises ideas coherently (rudimentary paragraphing structure) • uses cohesive vocabulary to indicate order, cause and effect (next, since) • uses some irregular spelling patterns (cough) (see *Spelling*) • applies learnt spelling generalisations • accurately spells most high-frequency words (see *Spelling*)

Creating texts	
	- consistently uses correct simple punctuation (separates two adjectives before a noun with a comma – old, broken bike) (see *Punctuation*) ` - uses expressive words to describe action and affect the reader (tiptoed, instead of walked) - uses creative wordplay to affect the reader (repetitive patterns) - intentionally substitutes common or generic words with synonyms (excited for happy) - uses words with multiple meanings correctly, according to context (right, bark)

	Informative text indicators	Persuasive text indicators	Imaginative text indicators
CrT8	**Crafting ideas** • writes for a range of learning area purposes (explains a life cycle of a butterfly, recounts a process, describes an artwork) • includes structural features appropriate to the type of text and task • writes ideas which are relevant to the purpose of the text • organises ideas to support the reader (groups ideas under headings) **Text forms and features** • uses cohesive devices to signpost sections of text to support the reader (word families: bear, cub, polar bear) • uses present or timeless present tense consistently throughout text (bears hibernate in winter) (see Grammar)	**Crafting ideas** • writes for a range of learning area purposes (designs a healthy food campaign) • includes structural features appropriate to the type of text • presents a position and supports it with one or two simply stated arguments • writes ideas which are relevant to the purpose of the text • organises persuasive ideas to support the reader (through the use of an introduction) **Text forms and features** • uses cohesive devices to link points in an argument (however, on the other hand) • uses exaggeration as a persuasive device • uses adjectives to persuade (dangerous) • uses simple modal verbs and adverbs (should, will, quickly)	**Crafting ideas** • writes for a range of learning area purposes (narrates a historical event) • includes structural features appropriate to the type of text • adapts a familiar text for a new audience • writes ideas which are relevant to the purpose of the text • organises ideas to support the reader (uses chronological sequencing) **Text forms and features** • uses cohesive devices such as repetition, synonyms and antonyms to link ideas • uses pronouns to track multiple characters (Peter and Leanne … he … they … she … them) • writes predominantly in first person • uses adjectives in noun groups to uses adjectives in noun groups to create more accurate

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	• selects multimodal features to expand ideas in written texts (diagrams, tables, images) • uses adjectives in noun groups to create more accurate description (its long, sticky tongue) (see Grammar) **Vocabulary** • uses a range of learnt topic words to add credibility to information (hibernate instead of sleep)	• selects multimodal features to expand argument in written texts (images, music) **Vocabulary** • uses a range of learnt topic words to add credibility to arguments	description (that crazy little cattle dog) • selects action verbs (jumped) and saying verbs (screamed) to affect the reader (see Grammar) • selects multimodal features to expand ideas in written texts (matches images to points in a text) • uses time connectives to show the passage of time (see Grammar) • uses figurative language • (simile) **Vocabulary** • uses a range of learnt topic words and words from other authors • chooses alternative words to add variety (replied for said)
CrT8	**Generic indicators** • tense mostly correct throughout text (see Grammar) • consistently writes compound sentences correctly and uses a greater range of complex sentences (see Grammar) • uses a variety of sentence structures and sentence beginnings • spells some complex words correctly (correctly adds prefixes and suffixes to base words) (see Spelling)		

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	- uses all simple and some complex punctuation correctly (see Punctuation) - uses articles accurately (a, an, the) (see Grammar) - uses adverbial phrases to support the staging of the text (before lunch, after midnight)		
CrT9	**Crafting ideas** - writes informative texts for a broad range of learning area purposes that describe, explain and document (describe an art work, document the materials and explain why it was created) - selects structural elements to suit the purpose (a fact sheet includes an opening statement, labelled diagrams and text boxes) - develops ideas with details and examples - uses ideas derived from research - uses written and visual supporting evidence - uses a topic sentence and supporting evidence or examples in a paragraph	**Crafting ideas** - writes a persuasive text that takes a position and supports it with arguments (examines the benefits of physical activity to health and wellbeing) - selects structural elements to suit the purpose (introduces an argument with a clearly articulated statement of position) - writes two or more elaborated arguments - develops a clear persuasive line/ perspective about a topic or premise - concludes by restating **Text forms and features** - includes salient multimodal features to complement written ideas	**Crafting ideas** - writes imaginative texts that experiment with textual features (reinterprets or creates alternative versions of songs or stories) - narrates with connected characters and events - uses ideas that support an underpinning theme or concept (survival or friendship) - selects structural elements to suit the purpose (a narrative may include an orientation, evidence of complication) **Text forms and features** - includes salient multimodal features integrated with written ideas - uses expressive verbs and less common emotive adjectives

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	Text forms and features • includes salient multimodal features to expand on written information (creates graphs and other technical diagrams from authentic data) **Vocabulary** • uses a range of learnt, technical and discipline-specific terms (adapt, survive) • uses words to express cause and effect (therefore)	• uses vocabulary to position the reader (precise nouns and adjectives) • uses a broader range of modal verbs and adverbs (definitely) **Vocabulary** • uses words to express cause and effect (consequently, thus) • uses words to introduce an argument (obviously)	• intentionally tightens a text by leaving out words that can be readily inferred from the context (Kokou must be hungry. But he was not [hungry]) • writes in third person **Vocabulary** • uses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk) • accurately uses vocabulary that has different meanings in different contexts • uses vocabulary to evoke humour (pun)
CrT9	**Generic indicators** • maintains appropriate tense throughout the text (see Grammar) • uses a range of sentences including correctly structured complex sentences (see Grammar) • spells simple, most complex and some challenging words correctly (see Spelling) • uses complex punctuation correctly (apostrophes of possession) (see Punctuation)		

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
CrT10	**Crafting ideas** • writes to explain and analyse (analyses how artists use visual conventions in artworks) • writes to compare and contrast phenomena (identify the differences between elements) • orients the reader to the topic or concept (using a definition or classification in the opening paragraph) • intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or synthesises) • uses evidence and research including multimodal resources to • expand upon information and concepts and add authority **Text forms and features** • varies sentence structure for effect (see Grammar)	**Crafting ideas** • writes to discuss, evaluate and review (evaluates and reviews design ideas) • orients the reader to the persuasive premise of the text • includes persuasive points with effective elaborations and • supporting evidence • uses multimodal resources to add impact to written text • intentionally selects structural elements for effect (includes an appropriate conclusion that sums up, recommends or reiterates) • includes counterargument or refutation if appropriate **Text forms and features** • uses rhetorical devices such as rhetorical questions or repetition • uses research including multimodal resources to add authority	**Crafting ideas** • writes imaginative texts with less predictable features to emotionally and intellectually engage the reader (writes to convey character perspective) • includes relevant rich, evocative description • orients the reader to the imaginative premise of the text • uses literary techniques such as dialogue and vivid description, to carry the plot • generates, selects and crafts ideas to support a recognisable theme • selects text form or type to effectively support ideas (adventure story, short video which provides a fictional perspective on a real event) • includes multimodal resources to support the development of ideas throughout the text (uses audio to complement mood of text)

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	- uses more elaborate noun groups that include classifying adjectives and specific nouns (mineral component of sedimentary rocks) - creates cohesive flow by condensing previous information into a summarising noun (In history, A sequence of events which together..) - uses passive voice and nominalisation strategically (the results were analysed) (see Grammar) **Vocabulary** - uses discipline-specific terminology to provide accurate and explicit information (discipline metalanguage) - uses a range of synonyms for frequently occurring words, in a longer text (repair, fix, remedy)	- varies sentence structure for effect (see Grammar) - skilfully uses a range of cohesive devices to makes connections between arguments (foreshadows key points in introduction and reinforces key points in topic sentences) - judiciously selects evidence and language to strengthen arguments - uses modal language to illustrate shades of meaning - uses passive voice and nominalisation strategically (an expectation of failure became common) **Vocabulary** - uses a range of synonyms for frequently occurring words, in a longer text (impact, consequence, result) - uses topic-specific vocabulary to add credibility and weight to arguments (cadence, interplanetary, silt)	- intentionally selects structural elements to organise and stage the text (stanzas, scenes) **Text forms and features** - uses language features to engage reader (uses sensory description to build atmosphere) - uses imagery and figurative devices appropriately (metaphor) - varies sentence structure for effect (see Grammar) **Vocabulary** - uses words that invite connotations (startled, dismayed) - substitutes precise vocabulary for common or everyday words (stinging, icy for cold) - uses language that evokes an emotional response (a piercing - scream echoed through the - valley)

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	• uses vocabulary to indicate and describe relationships (additionally, similarly)	• uses language that evokes an emotional response (the netballers triumphed)	
CrT10	**Generic indicators** • organises related information and ideas into paragraphs/sections • uses a range of complex punctuation flexibly and correctly (see Punctuation) • spells complex and most challenging words correctly (see Spelling) • uses a range of sentence types for effect • writes paragraphs which develop one main idea		
CrT11	**Crafting ideas** • writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities • uses structural features flexibly to organise ideas strategically (includes a defined, cogent conclusion /summation) • uses classification to organise ideas and information (types of landscapes, Australian state government)	**Crafting ideas** • writes sustained, robust arguments on complex learning area topics (should bushrangers be afforded hero status?) • anticipates reader knowledge and possible bias and accommodates these in development of arguments (you may have thought that …) • uses structural features flexibly to organise ideas strategically (uses citation and	**Crafting ideas** • writes sustained texts that develop more abstract themes or concepts in imaginative ways • uses structural features flexibly to organise ideas strategically (deliberate repetition to reinforce a point or create a rhythmic flow) • develops an imaginative text around a theme or social issue **Text forms and features** • uses stylistic features for effect (narrates from an omniscient point of view)

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	- writes texts with forms and features combined strategically for purpose (describes a historical event from the perspective of a secondary source) - uses evidence and references - writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts **Text forms and features** - maintains tone appropriate to the audience - uses extended noun groups including adjectival phrases (a sturdy construction with modern design features) (see Grammar) - judiciously uses language and multimodal resources to emotionally or intellectually affect audience **Vocabulary**	- referencing from authoritative source) - positions the reader effectively by previewing the arguments - develops a cohesive argument with an effective conclusion - strategically selects multimodal resources to position the - reader/viewer (a video clip of an authoritative source) **Text forms and features** - uses evaluative language devices such as allusion, evocative vocabulary and metaphor - uses language devices for persuasive effect - uses sophisticated evaluative language (the damaging report, conclusive research) - judiciously uses language and multimodal resources to emotionally or intellectually affect audience	- uses recurring imagery for cohesion - uses a range of literary techniques such as personification - uses language to create humour (irony, satire) - uses complementary noun and verb groups (through narrowed eyes she scrutinised the haggard face) (see Grammar) **Vocabulary** - uses vocabulary for precision (shrouded for covered) - uses figurative language to create subtle and complex meaning (offering a silent prayer to the deaf sky)

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	Informative text indicators	Persuasive text indicators	Imaginative text indicators
	• uses complex abstractions (economic, sociocultural)	**Vocabulary** • uses vocabulary for precision (the underwhelming performance of the opening batsmen)	
CrT11	**Generic indicators** • spells a range of challenging words correctly (see *Spelling*)		

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Grammar

This sub-element describes how a student becomes increasingly proficient at creating written texts with higher levels of grammatical accuracy. Students display an increasing ability to compose coherent and cohesive texts across all areas of the curriculum for a wide range of purposes, making sophisticated choices at the level of the whole text, the sentence and the word group level.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level	Indicators

Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is GrA. The listing of indicators within each level is non-hierarchical. Subheadings have been included to group related indicators. Where appropriate, examples have been provided in brackets following an indicator.

GrA1	**Group and word level** • represents people, animals, places and things using words or phrases such as nouns or basic noun groups as labels (my house) **Grammatical accuracy** • uses frequently encountered expressions (my dog, my house)
GrA2	• writes sentence fragments or short, simple sentences using subject-verb and subject-verb-object structure (I play soccer) **Group and word level** • uses regular plural nouns correctly (dog, dogs) • represents processes using a small range of verbs (relating verbs – is, are; action verbs – ran) • writes common prepositional phrases to indicate time and place (in the morning, to the shops) **Grammatical accuracy** • writes sentence fragments (me and my dog)
GrA3	**Whole text level** • sequences sentences to reflect a logical flow of ideas • uses common cohesive devices such as simple pronoun reference when the referent is close to the pronoun (I have a bird. It can talk.)

Grammar	
	• uses basic text connectives repetitively (and, then) **Sentence level** • writes coherent simple sentences to express an idea or event **Group and word level** • uses pronouns to represent participants (she, we, them) • uses a small range of adjectives to build description in basic noun groups (the little dog) • uses common and proper nouns • uses single verbs or simple verb groups (they are playing) • uses predominantly simple present, continuous and past tense to represent processes (I play, I am playing, I played) **Grammatical accuracy** • uses articles a, an and the with varying accuracy (a dog, a apple) • writes comprehensible sentences that contain some misuse of prepositions (mine is different than/then yours), pronouns (me and him went swimming) and adverbs (we walked quick)
GrA4	**Whole text level** • uses time connectives to sequence ideas and events (first, then, next, after) • groups related ideas into paragraphs **Sentence level** • writes simple sentences correctly • writes compound sentences to make connections between ideas using coordinating conjunctions (and, but, so) **Group and word level** • uses simple adverbials to give details such as time, place and manner (in the afternoon, nearby, quickly) • uses simple present, past and future tenses accurately to represent processes • uses adjectives in noun groups to build more accurate descriptions of participants (the spotted dog) **Grammatical accuracy**

Grammar	
	• writes comprehensible sentences that may contain inaccuracies such as misuse of prepositions (they should of waited, mine is different than/then yours) and past tense irregular verbs (he goed to the shop)
GrA5	**Whole text level** • uses cohesive devices (word groups – repetition, synonyms and antonyms; signposting devices – headings and subheadings; text connectives – however, on the other hand, therefore) • uses well-structured paragraphs with topic sentences **Sentence level** • writes simple and compound sentences correctly • writes complex sentences using conjunctions (when, because) **Group and word level** • uses a wide range of verbs and verb groups (uses thinking, feeling and perceiving verbs to represent inner processes; uses saying verbs to represent interaction) • employs a range of tenses to represent processes • uses adjectives in noun groups to include details of participants ('that crazy, little cattle dog') • uses articles accurately (a, an, the) • uses adverbials to present more surrounding details for time, place, manner and reason **Grammatical accuracy** • writes generally accurate simple, compound and complex sentences with few run-on sentences and dangling clauses (Because he was afraid.)
GrA6	**Whole text level** • uses cohesive devices to alert the reader about how the text is unfolding (foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion) **Sentence level** • selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect

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Grammar	
	• uses at least one subordinate clause in a complex sentence • Uses subordinating conjunctions ('even though' in 'Even though a storm was predicted, the search and rescue mission still went ahead.) **Group and word level** • uses an extended range of verbs and verb groups for a particular effect (characterisation - howls, was trembling; and expressing causality – results in) • adjusts tense in a text if required (uses simple present tense to represent 'timeless' happenings (bears hibernate in winter) and uses continuous present tense when referring to an ongoing event (bears are becoming extinct)) • creates elaborated noun groups to build richer description by extending the noun group (that crazy, little cattle dog with the crooked tail that ran away last week) • uses adverbials to represent a greater range of circumstances (time – subsequently; place – in their environment; manner – excitedly; reason – due to several factors) **Grammatical accuracy** • makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb
GrA7	**Whole text level** • uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (part–whole, class–subclass, compare–contrast, cause and effect) **Sentence level** • crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice • makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession **Group and word level** • presents elaborated verb groups that capture nuances and complex expressions of time and probability (he was thought to have been arriving late; the errors could be attributed to faulty equipment)

Grammar	
	• selects from succinct noun groups through to highly elaborated noun groups for effect, clarity or complexity of description • uses nominalisations to create concise noun groups • intentionally uses a wide array of adverbials to represent a greater variety of circumstances (with whom? to what extent? how much? in what role? by what means? in what manner? compared to what?) **Grammatical accuracy** • writes well-structured sentences, rarely making grammatical errors

Punctuation

This sub-element describes how a student becomes increasingly proficient using punctuation to ensure clarity and ease of reading in the texts they produce. As students write more complex and technical texts they will use increasingly complex punctuation to support meaning.

This sub-element should be used with the *Creating texts* sub-element.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is PuN. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
PuN1	• identifies capital letters • identifies full stops
PuN2	• writes basic sentence boundary punctuation (capital letter at beginning, full stop at end) • writes capital letters for some proper nouns
PuN3	• uses sentence boundary punctuation including question marks or exclamation marks • consistently writes capitals appropriately for names of people
PuN4	• uses commas in lists of nouns (add the sugar, lemon, water and juice) • uses apostrophes for regular single possessives (girl's) • capitalises key events, geographic names, titles (Easter, Sydney, Ms)
PuN5	• uses quotation marks for simple dialogue ('I can't see it,' he said.) • uses apostrophes for plural possessives (planes' wings) • follows conventions of use of capitals in headings
PuN6	• writes commas to separate clauses where appropriate • punctuates more complex dialogue correctly ('The team have made some interesting recommendations,' she said, nodding. 'But I do not want to act upon them before I have read the full report.')
PuN7	• uses complex punctuation conventions (colons, semicolons, brackets)

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Punctuation	
	• uses punctuation conventions for quotations and referencing
PuN8	• uses punctuation to clarify meaning in complex sentences, drawing on their knowledge of sentence structure (commas before introductory words, phrases or clauses; semicolons; colons; and dashes) (see Grammar)

Spelling	

This sub-element describes how a student becomes increasingly proficient in selecting and arranging letters to form accurately spelt words. Students develop increasing skill and proficiency in using spelling as a tool to understand and create meaning in texts. At higher levels of the progression, students monitor their own spelling and explain how spelling impacts upon meaning.

Particular links exist between this sub-element and *Creating texts, Phonemic awareness* and *Phonic knowledge and word recognition*.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is SpG. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
SpG1	• writes letters to represent words • spells own name
SpG2	• explains that words can be represented with letters • experiments with writing letters and words
SpG3	• writes letters of the alphabet and says a common corresponding sound (phoneme) • writes letters to correspond to a given sound
SpG4	• writes letters to represent the dominant or first sounds (phonemes) in words, when attempting to spell words (apl for apple) • writes some appropriate letter combinations to represent words (bis for because) • writes correctly some common one-syllable words with regular phonic graphemic patterns (am) • writes correctly some common high-frequency words with irregular phonic graphemic patterns (boy)
SpG5	• represents all phonemes when attempting to spell one- and two-syllable words • writes correctly a range of words from the hundred high-frequency words correctly (class)

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Spelling	
	• spells less familiar words using regular phonemic graphemic patterns (sum for some) • writes common plurals formed by adding 's' correctly (cats) • writes words with common suffixes that indicate tense (play, played, playing) • uses visual knowledge (my), phonic knowledge (can) and morphemic knowledge (plays = play + s) to attempt to spell words
SpG6	• exchanges one letter in a word to make a new word (dip, tip) • writes two-letter consonant blends in words correctly (sl in slip) • writes common plurals formed with adding 'es' correctly (boxes) • uses onset and rime to spell words (p-at) • writes words with consonants doubled after a short vowel (shopping)
SpG7	• uses morphemic word families to spell words (small, smaller) • writes more difficult, unfamiliar words phonetically, with all phonemes represented (enjin for engine) • spells words with learnt digraphs (that) • spells words with learnt long vowel sounds (skirt) • writes one- and two-syllable words with consonant blends (clapping) • uses knowledge of morphemes to spell compound words with common base words (Sunday) • uses simple dictionaries and spellcheckers
SpG8	• writes most common and high-frequency words correctly • writes common words with silent letters correctly (white) • writes some common contractions correctly (won't, don't) • uses three-letter consonant blends in words correctly (three, string, splash) • uses knowledge of morphemes to spell compound words, where the base word remains unchanged (grandmother) • uses bank of spelling strategies and knowledge to attempt to spell words (phonic knowledge, visual knowledge, morphemic knowledge) • recognises spelling errors in own writing
SpG9	• writes all words from the hundred high-frequency words correctly • writes words with common prefixes and suffixes (unhappy, helpful) • uses some common spelling generalisations when attempting to spell unfamiliar words (drop e from base word when adding a suffix) • uses correct vowel digraphs (bean, green) • writes all common contractions correctly (doesn't) • spells common homophones correctly (hear, here) • uses spell check function

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Spelling	
	• uses authoritative sources (dictionaries/web search to spell unfamiliar words) • uses learnt spelling rules and knowledge, word origins and generalisations to spell (phonological knowledge, morphemic knowledge, visual knowledge, etymological knowledge and orthographic knowledge) • identifies errors and attempts to correct spelling
SpG10	• writes words which do not include common phonic patterns or letter groupings correctly • spells less common homophones correctly (site, sight) • applies spelling generalisations when writing words • explains and uses a range of morphemic word families (friend, friendship, unfriendly) • uses knowledge of prefixes and suffixes to spell less common words (triangle, disagree) • explains that some different areas of the world have different accepted spelling rules and makes choices accordingly when producing text (colour, color) • spells a range of words with less common letter groupings correctly (mountain) • uses knowledge of base words to spell unfamiliar words (line, linesman)
SpG11	• writes irregular plurals correctly (mice) • spells words with less common silent letters correctly (caught, debt) • explains how the spellings and meanings of some words have changed over time • explains how words are spelt using a combination of strategies and knowledge including morphemic knowledge, visual knowledge, phonological knowledge, etymological knowledge and orthographic knowledge
SpG12	• uses less common prefixes and suffixes including those which require changes to the base word (separation, explanation) • spells multisyllabic words including some with more complex letter patterns (democracy) • uses knowledge of Latin and Greek word origins to explain spelling of technical words (physical, maritime, vacuum)
SpG13	• spells a range of challenging words with less common letter groupings (naive, cadence) • spells words with less common prefixes and suffixes (im-precise, employ-ee) • spells less common plurals (foci)

Spelling	
	- explains how spelling can be a support to both reading and writing - explains the limitations of spell check features in digital communication - uses spelling rules and generalisations, word origins and visual memory to spell unfamiliar words
SpG14	- monitors spelling in own texts and makes appropriate corrections - uses spelling knowledge and spelling resources to attempt complex, unfamiliar words (photosynthesis) - explains how spelling is used creatively in texts for particular effects (characterisation and humour and to represent accents and styles of speech)

Handwriting and keyboarding

This sub-element describes how a student uses handwriting and keyboarding skills with increasing speed, accuracy and fluency to compose and edit text, or complete tasks for different purposes. It describes how a student develops a fluent, legible handwriting style, beginning with unjoined letters and transitioning to joined handwriting. Students become increasingly confident, proficient and flexible with keyboarding and handwriting.

Not all students will use handwriting to create texts; some will express themselves using augmentative and alternative communication strategies. This may include digital technologies, braille, real objects, photographs and pictographs.

Level	Indicators
Each sub-element level has been identified by upper-case initials and in some cases lower-case letters of the sub-element name followed by ascending numbers. The abbreviation for this sub-element is HwK. The listing of indicators within each level is non-hierarchical. Where appropriate, examples have been provided in brackets following an indicator.	
HwK1	- produces simple handwriting movements - experiments with pencils, writing implements or devices - writes letters which resemble standard letter formations
HwK2	- uses pencils or writing implements appropriately - writes or types some letters or words correctly
HwK3	- correctly forms most lower-case letters - correctly forms some upper-case letters - writes or types a few words - uses numeral keys
HwK4	- correctly forms all letters - uses spaces between handwritten words - positions letters and words on a line - demonstrates keyboarding skills by typing short letter clusters and short common words as single units (er, ing, the, my) - types using spaces between words and sentence punctuation
HwK5	- fluently writes clearly formed, unjoined letters - writes all letters with consistent size and spacing between words - begins to use joined letters - maintains legible handwriting throughout a text - uses some features of text editing applications - recognises and uses keys to show more complex punctuation or symbols

Handwriting and keyboarding

HwK6	• writes using joined letters of consistent size • slopes writing if appropriate to script • begins to develop quick finger action when keying • fluently handwrites and types to produce a range of texts
HwK7	• writes with a legible, fluent, personal handwriting style • uses a range of digital applications to compose and edit • self-corrects using appropriate keyboard and screen functions
HwK8	• uses handwriting efficiently in formal and informal situations • demonstrates automaticity when using keyboarding and screen functions