Literacy learning continuum

Sub-element	Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
Comprehending texts through listening, reading and viewing element				
Comprehend texts	use behaviours that are not intentionally directed at another person to: • attend to, respond to or show interest in familiar people, texts, events and activities	use informal behaviours that show consistent anticipation of events in regular routines to: • attend consistently to familiar texts • respond consistently to social interactions with familiar people • demonstrate anticipation of predictable events • respond to questions • respond to requests	use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to: • respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task • respond to texts with familiar structures, for example by responding to a question • respond to requests	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to: • work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs , using knowledge of context and vocabulary • respond to questions, sequence events and identify information from texts with familiar structures • use information in texts to explore a topic

Sub-element	Level 1e Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Navigate, read and view learning area texts	navigate, read and view simple texts with familiar vocabulary and supportive illustrations	navigate, read and view texts with illustrations and simple graphics	navigate, read and view different types of texts with illustrations and more detailed graphics	navigate, read and view subject-specific texts with some challenging features and a range of graphic representations	navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
Listen and respond to learning area texts	listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
Interpret and analyse learning area texts	interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

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Composing texts through speaking, writing and creating element				
Compose texts	use behaviours that are not intentionally directed at another person to: • refuse or reject • reflect a preference or desire • reflect state of wellbeing, for example contentment, joy, worry, pain • reflect a physical state, for example hot, cold, nausea	use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to: • refuse or reject • express a preference • request the continuation of an activity • request something new • request more • request attention	use conventional behaviours and/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to: • refuse or reject • request items, people or events present at the time • create texts, for example to comment on a recent event, story or shared experience	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to: • create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs • comment on people, events and objects in the past, present and future and to ask questions • convey knowledge about learning area topics

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Composing texts through speaking, writing and creating element						
Compose spoken, written, visual and multimodal learning area texts	compose short learning area texts, with support, to record and report ideas and events	compose and edit a small range of learning area texts	compose and edit a range of learning area texts	compose and edit learning area texts	compose and edit longer sustained learning area texts	compose and edit longer and more complex learning area texts
Use language to interact with others	use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts	use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts
Deliver presentations	plan and deliver short presentations related to learning area topics	plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences	plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience	plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience

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Text knowledge element						
Use knowledge of text structures	use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes	use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others	use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others
Use knowledge of text cohesion	use beginning knowledge of how language is used to comprehend and compose written texts with support	use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts	use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	use knowledge of how cohesive links can be made in texts through omitting and replacing words	use knowledge of word functions to make connections in texts	use knowledge of how the cohesion in texts is improved by strengthening the internal structure

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Grammar knowledge element						
Use knowledge of sentence structures	use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
Use knowledge of words and word groups	recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	develop higher order concepts in academic texts through language features that compact and generalise ideas
Express opinion and point of view	use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments

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Word knowledge element						
Understand learning area vocabulary	use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
Use spelling knowledge	spell words using growing sound and letter knowledge and spell words with regular letter patterns	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as ''play', 'playing', 'playground'	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words

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Visual knowledge element						
Understand how visual elements create meaning	recognise the different meanings of words and images in imaginative and informative texts	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	identify the effects of choices in the construction of images, including framing and composition	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances