Literacy Continuum **Vocabulary Knowledge1** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Cluster 1 (Beg ES1)**			**Cluster 2 (Mid ES1)**			**Cluster 3 (Mid ES1)**			**Cluster 4 (End ES1)**			**Cluster 5 (Beg St 1)**			
	Knows and uses a range of everyday words eg: colours, familiar objects, places, names of family members	Knows and uses some subject-specific words in areas of interest eg: animals, games	Shows curiosity about words and their meaning.	Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big, little.	Names some basic parts of a computer, e.g. screen, keyboard, mouse, space bar.	Asks questions to find out meanings of unfamiliar words.	Begins to expand the vocabulary used to describe everyday events and experiences.	Begins to use topic words when speaking and writing.	Identifies unfamiliar words and attempts to use experience and context to work out word meanings,	Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking.	Develops beginning understandings about word families and uses these understandings when reading and writing.	Uses grammar and context of a text to work out the meaning of an unfamiliar word.	Uses knowledge and understanding of topic words when reading, writing and speaking.	Accurately uses a range of basic computer and internet terminology, e.g. icon, bold, italics, home page.	Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.	Understands that changing words in a text can alter the meaning.

Literacy Continuum **Vocabulary Knowledge2** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Cluster 6 (Mid St 1)**				**Cluster 7 (Late St 1)**				**Cluster 8 (End St 1)**				
	Demonstrates the use of more precise vocabulary to describe feelings and experiences when speaking and writing.	Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform.	Applies knowledge of base words to build word families, e.g. move, moving, remove.	Independently uses a range of classroom print resources to enhance vocabulary, e.g. topic word lists, labels, etc.	Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking.	Shows beginning understanding of the effective use of "word play" to enhance and enrich meaning, e.g. alliteration, onomatopoeia.	Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words.	Uses a simple dictionary to check word meanings.	Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere.	Draws on topic/content knowledge to assist in working out the meaning of unknown words.	Understands and uses relevant vocabulary associated with digital technology, e.g. Web 2.0 tools such as blogs.	Recognises that different words can be used to describe similar concepts, e.g. every day or technical language, synonyms.	Shows evidence of capacity to improve vocabulary choices in response to purpose and audience when reviewing and editing writing.

Literacy Continuum **Vocabulary Knowledge3** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Cluster 9 (Beg-Mid St 2)**				**Cluster 10 (Mid-End St 2)**			
	Uses synonyms for a wide range of common words.	Uses simple content specific vocabulary in appropriate ways when creating texts.	Uses relevant vocabulary associated with digital technology and electronic texts.	Understands how prefixes and suffixes change word meanings.	Demonstrates understanding that words can have different meanings in different contexts	Demonstrates expanded vocabulary by drawing on a combination of known and new topic knowledge	Shows awareness that there are a number of ways to work out the meaning of unknown words	Finds the meaning of unknown/unfamiliar words in reference sources eg: dictionaries, thesauruses

Literacy Continuum **Vocabulary Knowledge4** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Cluster 11 (Beg-Mid St 3)**				**Cluster 12 (Mid-End St 3)**			
	Makes effective word choices in response to purpose and audience when creating texts	Demonstrates understanding of new words for new concepts	Applies knowledge of prefixes & suffixes to understand the meanings of new words and to create new words	Refines vocabulary choice in response to purpose & audience when editing & reviewing own & peers' writing	Uses new words for known concepts eg: blissful for happy	Increasingly uses appropriate content vocabulary when creating spoken and written texts about specific topics	Accurately uses vocabulary associated with digital technology and electronic texts	Draws on knowledge of word origins to work out meaning of new words

Literacy Continuum **Phonemic Awareness1** *involves hearing and manipulating sounds in spoken language.* *NB: Includes some early components of phonological awareness, e.g. word, syllable, onset-rime and rhyme awareness.*	**Cluster 1 (Beg ES1)**			**Cluster 2 (Mid ES1)**				**Cluster 3 (Mid ES1)**					
	Repeats familiar rhyming verses, chants and jingles	Notices that some words rhyme in verses, chants and jingles	Beginning to identify words that start with the same initial sounds	Identifies rhyming words on some occasions.	Identifies words that start with the same initial sound on some occasions.	Says the word when teacher models onset/rime, e.g. teacher says mmmm/at, child says mat.	Segments spoken multisyllabic words into syllables, e.g. ba/na/na when clapping.	Consistently identifies words that rhyme.	Consistently identifies words that start with the same initial sound.	Provides a word starting with a given sound.	Orally blends two and three sounds to make a word.	Segments words orally into onset and rime, e.g. t-ent.	Segments one syllable words (up to three sounds) into separate sounds.

Literacy Continuum **Phonemic Awareness2** *involves hearing and manipulating sounds in spoken language.* *NB: Includes some early components of phonological awareness, e.g. word, syllable, onset-rime and rhyme awareness.*	**Cluster 4 (End ES1)**		**Cluster 5 (Beg St 1)**	**Cluster 6 (Mid St 1)**	
	Says the new word when asked to delete one phoneme (phoneme deletion).	Says the new word by adding a phoneme to an existing word (phoneme addition).	Says the new word when one phoneme is substituted for another (phoneme substitution).	Manipulates phonemes (add, delete and swap) to generate new words eg: swap the/p/ in spin with /k/	***NOTES***

Literacy Continuum **Phonics1** *involves making the connection between sounds and letters when reading and spelling.*	**Cluster 1 (Beg ES1)**		**Cluster 2 (Mid ES1)**					**Cluster 3 (Mid ES1)**					**Cluster 4 (End ES1)**		
	Identifies one letter that is the same in words.	Identifies some letter names eg: first letter of own name	Identifies two or more letters that are the same in words.	Identifies some letters that are the same in more than one context.	Names some letters in a given word.	Says one of the sounds for letters in a given word.	Writes approximate letters for some sounds.	Identifies all letters that are the same in more than one context.	Names most letters in a given word.	Says some of the sounds for letters in a given word.	Blends up to three sounds in words when reading.	Writes letters to correspond with single letter sounds.	Names all letters in a given word.	Says most of the sounds for letters in a given word.	Spells unknown words phonetically with most letters in the correct sequence.

Literacy Continuum **Phonics2** *involves making the connection between sounds and letters when reading and spelling.*	**Cluster 5 (Beg St 1)**			**Cluster 6 (Mid St 1)**		**Cluster 7 (Late St 1)**		**End St 1 (8th Cluster)**	
	Attempts to read more complex words using letter / sound knowledge.	Blends initial consonants with common vowel patterns or word families.	Uses knowledge of letter clusters and vowel digraphs to spell unfamiliar words.	Segments sounds in consonant clusters to spell unfamiliar words.	Uses familiar words and letter clusters to decode words when reading.	Recognises that common suffixes in words can have different sounds, e.g. want<u>ed</u>, talk<u>ed</u>	Understands that sounds can be represented in various ways when spelling words, e.g. meet, meat.	Knows common sounds for vowel digraphs can uses syllabification when reading/spelling.	Uses knowledge of word identification strategies including blending, segmenting and letter patterns when reading/ spelling.

Literacy Continuum **Concepts about print1** *involves understanding and using conventions and concepts about print.*	**Cluster 1 (Beg ES1)**							**Cluster 2 (Mid ES1)**										
	Shows beginning awareness that print relates to spoken language	Identifies writing in picture or poster	Recognises the meaning of some letters & symbols, eg: common logos, street signs	Knows how to handle books, eg: turns pages, looks at detail in pictures	Shows awareness that print & images are different (in print & on screen)	Shows beginning awareness of reading from left to right	Is learning to point to the first word to read a sentence or story	Identifies one or more capital letter/s when prompted.	Names a full stop.	Identifies a word in print	Identifies a letter in print.	Indicates left to right.	Points to the first word to read.	Indicates return sweep to left at the end of a line of text.	Identifies a letter on a keyboard.	Knows the difference between letters and numerals.	Understands that print conveys meaning	'Reads' storybooks beginning at front & finishing at back of book

Literacy Continuum **Concepts about print2** *involves understanding and using conventions and concepts about print.*	**Cluster 3 (Mid ES1)**							**Cluster 4 (End ES1)**					**Cl. 5**
	Names a full stop and knows its purpose.	Identifies a capital letter	Identifies the first letter in a word.	Identifies the last letter in a word.	Reads left page before right.	Understands that words & the spaces between words contribute to meaning	Shows awareness of beginning screen management skills, e.g. scrolling	Identifies one or more capital letters.	Uses capital letters for names.	Identifies a sentence.	Understands that words are read the same way each time	Identifies simple screen functionality, e.g. buttons, menus.	Understands that punctuation and capital letters support meaning

Literacy Continuum **Aspects of speaking1** *involves communicating with others, verbalising thought processes and articulating sounds in words.*	**Cluster 1 (Beg ES1)**				**Cluster 2 (Beg ES1)**							**Cluster 3 (Mid ES1)**		
	Listens and responds to simple oral questions, instructions and requests	Engages in simple conversations with peers and known adults	Recounts personal experiences to peers and known adults	Says some words correctly; speech is becoming fluent	Names a favourite character from a story that has been read, but is unable to provide a reason for liking the character.	Shows some changes to pace and volume for emphasis when speaking.	Uses simple sentences/ phrases when speaking.	Talks to peers and known adults about personal experiences.	Listens to and accurately relays simple messages.	Participates in whole class discussions.	Articulates most speech sounds, exceptions could be: l, sh, z, r, v, th	Provides a simple justification for an opinion about a favourite character from a story that has been read.	Uses some extended sentences when speaking.	Consistently speaks in an audible, clear and confident way.

Literacy Continuum **Aspects of speaking2** *involves communicating with others, verbalising thought processes and articulating sounds in words.*	**Cluster 3 *CONT* (Mid ES1)**				**Cluster 4 (End ES1)**							**Cluster 5 (Beg St 1)**					
	Uses pace and volume for emphasis when speaking.	Listens and responds to literary and factual texts read and viewed.	Begins to use active listening and turn taking when engaging in more extended conversations and discussions with peers and known adults.	Contributes ideas in small group and whole class discussions.	Provides a detailed justification for an opinion about a favourite character from a story that has been read.	Asks relevant questions using correct word order and intonation.	Makes brief oral presentations to the class.	Begins to adjust register to suit audience and situation.	Views and listens to gain information for a specific purpose from a variety of sources.	Contributes to structured group or pair activities involving discussion about familiar texts/topics.	Articulates most speech sounds, (exceptions could be: r, v, th).	Provides elaboration to questions seeking further information.	Recounts events and experiences in logical sequence.	Consistently makes relevant contributions to class discussions and asks questions to clarify meaning.	Uses register and tone according to purpose and audience.	Listens and responds to instructions, information and peer opinions.	Uses interactive skills to show respect for the contributions of others during discussions.

Literacy continuum **Aspects of speaking3** *involves communicating with others, verbalising thought processes and articulating sounds in words.*	**Cluster 6 (Mid St 1)**					**Cluster 7 (Late St 1)**					**End St 1 (8th Cluster)**			
	Expresses a point of view with supporting information about an expanding range of texts/topics.	Speaks clearly and confidently in a variety of formal and informal situations.	Plans and presents a brief oral presentation about a topic.	Adjusts register, tone and volume appropriate to situation.	Demonstrates attentive listening across a range of school contexts, e.g. assemblies, performances.	Expresses a point of view about a text/topic and listens to and accommodates the viewpoint of others.	Plans and delivers oral presentations on an expanded range of topics for audiences beyond the immediate classroom e.g. assembly presentations	Automatically adjusts speech to suit different audiences, purposes and situations.	Demonstrates attentive listening and viewing for extended periods of time.	Stays on task and participates effectively in longer class and group discussions.	Expresses more detailed ideas and justifies a point of view about a comprehensive range of texts/topics.	Communicates confidently with a range of audiences for a variety of purposes.	Listens and understands a series of instructions related to a task and successfully completes the task.	Contributes to collaborative group problem solving to complete a task by questioning & re-phrasing for clarification, listening & responding to the ideas of others & suggesting ideas

Literacy Continuum **Aspects of Speaking4** *involves communicating with others, verbalising thought processes and articulating sounds in words.*	**Beg-Mid St 2 (9th Cluster)**						**Mid-End St 2 (10th Cluster)**			
	Plans & delivers oral presentations on an extended range of topics for audiences beyond the immediate classroom eg: assembly presentations	Enhances presentations by some basic oral presentation strategies such as using notes as prompts, volume & changes in emphasis	Discusses the features of different spoken texts eg: formal versus informal interactions, persuasive versus informative	Contributes relevant ideas to discussions, asks questions and re-phrases to clarify meaning	Listens attentively, makes appropriate responses to what others say and constructively builds on the ideas of others	Uses group discussion protocols eg: turn taking	Provides detail & supporting evidence in a logical manner when speaking about opinions & ideas	Engages an audience when making oral presentations by using strategies such as facial expression, gesture, pause and repetition	Adjusts language used for a similar purpose but different, less familiar audiences eg: recount of same event to peer / teacher/principal, code-switching	Listens attentively & responds appropriately to spoken & multimodal texts that include unfamiliar ideas & information

Literacy Continuum **Aspects of Speaking5** *involves communicating with others, verbalising thought processes and articulating sounds in words.*	**Beg-Mid St 3 (11th Cluster)**					**Mid-End St 3 (12th Cluster)**				
	Appropriately questions the viewer idea put forward, & expresses disagreement with sensitivity to the perspectives of others	Uses multimedia to enhance meaning when communicating ideas & information to others	Discusses the use of different registers for different purposes, audiences and contexts	Logically develops arguments & points of view when planning more formal oral texts such as speeches, debates	Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication	Effectively sustains a point of view throughout a discussion or debate	Analyses, synthesise and evaluates the views and reasons put forward by others	Plans, rehearses and makes adjustments to oral presentations for specific purposes and audiences	Refines & expands active listening strategies to include strategies such as challenging others' ideas, providing feedback & support for others	Listens attentively to more lengthy and challenging spoken multimodal texts to gather & evaluate key information

Literacy Continuum **Aspects of writing1** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Cluster 1 (Beg ES1)**			**Cluster 2 (Beg ES1)**						
	Engages in writing-like behaviour using scribble or strings of letters.	Attempts to write own name, eg one or two letters or scribble.	Holds a pencil or crayon effectively to draw or scribble.	Clear attempt to write name (may not be spelt correctly)	Writes at least one recognisable word (may not be spelt correctly) related to a story book read to them or a picture they have drawn	'Writes' from left to right and leave spaces between words	Attempts to form some letters	Talks about intended 'writing' before attempting to write	Talks about own writing and drawing	Experiments with computer mouse and keyboard

Literacy Continuum **Aspects of writing2** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Cluster 3 (Mid ES1)**								**Cluster 4 (End ES1)**							
	Writes name correctly.	Writes a recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.	Draws on both personal and imaginary experiences to 'write' texts.	Vocalises words to approximate spelling.	Begins to develop a simple writing vocabulary including some high frequency words and words of personal significance.	Uses simple noun groups and adverbial phrases when writing.	Begins to demonstrate understanding of pencil grip, paper placement and posture.	Experiments with creating simple texts on the computer.	Writes more than one recognisable sentence, words may not be spelled correctly, some evidence of sentence punctuation.	Talks about the audience and purpose for texts being written.	Attempts to spell high frequency words that have been taught.	Produces some compound sentences using conjunctions to join ideas.	Uses simple pronoun references.	Forms most letters correctly.	Uses correct pencil grip, paper placement, posture and knows how to self-correct.	With support, uses computer software programs to create simple texts.

Literacy Continuum **Aspects of writing3** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Cluster 5 (Beg St 1)**								**Cluster 6 (Mid St 1)**							
	Selects vocabulary and phrases modelled by the teacher during whole class planning to construct own text.	Engages in the joint production of texts using a variety of mediums, e.g. podcasts, films.	Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes.	Rereads own text to clarify meaning and make some changes to the text.	Uses sentence punctuation and some simple punctuation.	Accurately writes simple and compound sentences.	Uses a range of adjectives to provide more information about nouns.	Writes lower/upper case letters of consistent size and formation in NSW Foundation Style.	Creates longer texts supported by visual information e.g. diagrams, maps, graphs on familiar topics for known audiences.	Begins to use text features such as headings and paragraphs to organise information.	Demonstrates elementary proof-reading and editing. e.g. circles a word that does not look right.	Accurately spells an increasing number of high frequency and topic words.	Uses simple punctuation, e.g. full stops, exclamation marks and question marks.	Experiments with using some complex sentences to enhance writing.	Uses a refined pencil grip, correct posture and paper placement to write more fluently and legibly.	Uses computer functions to edit texts.

Literacy Continuum **Aspects of writing4** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Cluster 7 (Late St 1)**							**End St 1 (8th Cluster)**						
	Plans texts by making notes, drawing diagrams, planning sequence of events or information etc.	States purpose and intended audience before creating texts.	Spells words with regular spelling patterns correctly and makes plausible attempts at words with irregular spelling patterns.	Applies spelling generalisations when writing.	Uses contraction apostrophes and capitals for proper nouns as well as other simple punctuation.	Includes different types of verbs using appropriate tense and demonstrates subject-verb agreement.	Uses a computer to produce texts with graphics.	Creates longer texts (at least one page) that achieve the intended purpose and are appropriate for less familiar audiences.	Experiments with producing/ publishing texts using an increasing range of mediums and modes.	Writing shows evidence of revision, editing and proof-reading.	Demonstrates a range of spelling strategies to spell unfamiliar words.	Uses quotation marks for direct speech and commas in lists.	Produces a range of grammatically accurate sentences.	Fluently writes letters of consistent size and formation in NSW Foundation Style.

Literacy Continuum **Aspects of Writing5** *. involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Beg-Mid St 2 (9th Cluster)**								
	Constructs well sequenced imaginative, informative & persuasive texts, using language appropriate to purpose and audience	Plans & organises ideas using headings, graphic organisers, questions and mind maps	Rereads texts during & after writing to check accuracy, consistency of meaning & fitness for purpose	Structures texts using paragraphs composed of logically grouped sentences that deal with a particular aspect of a topic	Uses a variety of spelling strategies to spell high frequency words correctly	Uses simple word processing functions such as spell check, grammar check	Chooses verbs, adverbials, nouns & adjectivals to express specific ideas & details	Uses joined letters of consistent size	Experiments with creating simple multimodal texts using digital text creation programs

Literacy Continuum **Aspects of Writing6** *. involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Mid-End St 2 (10th Cluster)**								
	Draws ideas from personal experiences, other texts & research to create imaginative, informative & persuasive texts for different audiences	Shows awareness of the need to justify opinions with supporting evidence	Locates resources and accesses information when planning	Rereads & revises text to check & improve meaning, deleting unnecessary information or adding new information	Creates meaningful sentences using a variety of sentence beginnings, including adverbial & adjectival clauses to create complex sentences	Uses sentence and simple punctuation correctly	Uses morphemic, visual, phonic knowledge & knowledge of prefixes & suffixes to spell & edit words	Uses grammatical features such as pronouns, conjunctions & connectives to accurately link ideas & information.	Consolidates handwriting that is consistent in form

Literacy Continuum **Aspects of Writing7** *. involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Beg-Mid St 3 (11th Cluster)**										
	Writes coherent, structured texts for a range of purposes & contexts	Deliberately structures language in a way that creates more cohesive imaginative, informative & persuasive texts	Shows awareness of accurately acknowledging sources in relevant texts	Refines writing in response to feedback	Selects appropriate language for purpose, eg: descriptive, persuasive, topic, technical, evaluative, emotive, & colloquial	Uses topic sentences and appropriately organises main & subordinate ideas	Experiments with using complex punctuation to engage the reader & achieve purpose.	Applies knowledge of generalisations, meanings of base words & word parts (prefixes & suffixes) to spell new words.	Writes fluently with appropriate size, slope & spacing.	Uses word processing programs confidently & accurately, integrating various functions	Plans & designs more complex multi modal texts

Literacy Continuum **Aspects of Writing8** *. involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Mid-End St 3 (12th Cluster)**								
	Writes sustained texts for a wide range of purposes	Makes choices about the type & form of texts, including combinations of forms & types, to suit purpose & audience	Creates well planned, extended texts that include more complex & detailed subject matter & language features such as nominalisation	Critically reflects on effectiveness of own/others' writing & seeks & responds to feedback from others.	Selects some sophisticated & subtle language features, literary devices (eg: irony, humour) & grammatical features (eg: modality) to engage & influence an audience.	Makes sentence level choices (eg: short sentences to build tension; complex sentences to add detail) using a variety of sentence beginnings & dependent clauses.	Uses a range of punctuation to enhance meaning & clarity, including the use of brackets to enclose additional information, quotation marks & commas to indicate clauses.	Integrates a range of spelling strategies & conventions to accurately spell most words, including words of many syllables.	Uses visuals to extend or clarify meaning, selects from a range of media & experiments creatively with the production of multimodal texts for audience impact

Literacy Continuum **Comprehension1** *involves responding to, interpreting, analysing and evaluating texts.*	**Cluster 1 (Beg ES1)**		**Cluster 2 (Beg ES1)**					**Cluster 3 (Mid ES1)**			
	Responds to stories read aloud/viewed by connecting information and events to personal experiences	Retells some events in familiar stories	Gives a sequenced retell of a story (when prompted).	Recalls some details from illustrations in a story book.	Predicts a plausible next event in a story.	Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.	Talks about information in factual texts.	Provides a literal explanation when asked an inferential question.	Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.	Recalls many details from illustrations in a story book.	Builds meaning in factual texts by using illustrations.

Literacy Continuum **Comprehension2** *involves responding to, interpreting, analysing and evaluating texts.*	**Cluster 4 (End ES1)**					**Cluster 5 (Beg St 1)**			**Cluster 6 (Mid St 1)**			
	Interprets meaning by answering an inferential question correctly.	Responds to overall meaning in narrative and factual texts by talking about the central themes.	Constructs meaning from texts by making connections between print, illustrations and diagrams.	Analyses and evaluates a character's actions or events in a story through discussion.	Builds understandings of a topic by identifying key facts in texts in print and on screen.	Responds to questions about a character's actions, qualities, characteristics and motives by expressing an opinion about the character.	Builds understanding by interpreting and discussing inferred meanings.	Interprets information in factual texts by using title page, contents page and computer software menu to locate specific information.	Retells and responds to incidents from a story book or film with attention to plot elements such as setting, character, conflict and resolution.	Builds understanding of media texts by discussing different interpretations of the one text.	Shows awareness that information about one topic can be sought from a number of sources. e.g. graphs, posters, reference texts, websites.	Analyses and evaluates a character's actions/motives in a story.

Literacy Continuum **Comprehension3** *involves responding to, interpreting, analysing and evaluating texts.*	**Mid-End S1 (7th Cluster)**				**End S1 (8th Cluster)**						
	Responds to texts by referring to prior experiences.	Responds to and analyses a text by discussing a point of view presented in the text.	Analyses and evaluates how visual images support print to create meaning in texts.	Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.	Refers to prior knowledge and experiences to build understanding of a text.	Justifies predictions about sections of a text.	Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings to locate information.	Draws conclusions by using clues in a text.	Identifies more than one perspective or point of view when responding to questions about texts.	Articulates the main idea and provides a synthesised retell that captures key events in texts.	Exemplifies descriptive words or sequences of information and ideas in texts by creating mental images.

Literacy Continuum **Comprehension4** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Beg-Mid St 2 (9th Cluster)**								**Mid-End St 2 (10th Cluster)**							
	Builds understanding during reading by discussing possible consequences of actions and events	Interprets texts by recognising & discussing the difference between literal & inferred meaning in relation to information, characteristics & events	Builds understanding about the meaning of a text by actively seeking information from different parts of a text	Shows an awareness through discussion that texts can present different perspectives	Analyses the ways ideas & information are presented by making comparisons between texts	Identifies and interprets main ideas and important information in a text to provide an accurate retell of a text	Analyses a text by discussing visual, aural and written techniques used in the text	Builds understanding about the meaning of a text by identifying & discussing text organisation & features eg: cohesive links	Interprets texts by inferring connections, causes & consequences during reading	Responds to & interprets texts by discussing the differences between literal & inferred meanings	Interprets the text by seeking further information in other sections of a text or in different texts	Identifies the ways texts present different perspectives	Evaluates text accuracy and credibility by comparing texts on a similar topic	Analyses & evaluates the relative importance of key ideas and information in a text to structure an overview	Responds to & analyses texts by discussing the ways language structures & features shape meaning	Responds to & interprets texts by integrating sources of information in texts

Literacy Continuum **Comprehension5** *involves using spelling, grammar and handwriting to create texts for a specific purpose.*	**Beg-Mid St 3 (11th cluster)**								**Mid-End St 3 (12th Cluster)**							
	Analyses & evaluates the ways that inference is used in a text to build understanding	Re-examines sections of texts for evidence to support interpretations and opinions	Evaluates a personal interpretation of a text by critically re-examining evidence within the text	Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text	Analyses texts to explain and compare how audience, purpose and context influence texts	Critically analyses & interprets a text to create a summary that demonstrates an understanding of the different views & values represented	Analyses and responds to language and grammatical techniques used to influence an audience	Analyses & compares how information & ideas are presented in a range of texts on the one topic	Interprets & critically analyses texts by responding to inferred meaning within a text & justifying interpretations using evidence	Reinterprets ideas & issues by creating innovative personal responses to ideas & issues in literary texts through oral, dramatic, written & multimodal texts	Critically analyses a wide range of imaginative, informative & persuasive texts in different forms to compare how ideas are presented	Explains how texts can be interpreted from a variety of perspectives by discussing the ways that different views & values are presented	Interprets texts by identifying & discussing multiple purposes within the same text	Interprets & analyses several different texts on one topic to present a summary of information & ideas that show an understanding of the topic	Analyses texts to compare how language structures & features are used to position the readers & viewers	Analyses & evaluates how written information & visual images shape meaning by comparing texts on the same topic

Literacy Continuum **Reading Texts1** *involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning.*	**Cluster 1 (Beg ES1)**					**Cluster 2 (Beg ES1)**						
	Recognises own name	Engages in shared reading of familiar texts with repeated language patterns	Spends time looking at books and other print material	Tells a story based on pictures or names pictures	Attempts to read words in the environment eg: billboards, signs	Reads one or two words in environmental print/ texts.	Reads some words in a sentence correctly.	Holds a book the right way up.	Identifies writing.	Points to words using one-to-one correspondence when 'reading'.	Reads some high frequency words correctly in simple, predictable texts, e.g. my, I.	Begins to read with fluency and rhythm when text and image placement are consistent.

Literacy Continuum **Reading Texts2** *involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning.*	**Cluster 3 (Mid ES1)**						**Cluster 4 (End ES1)**				**Cluster 5 (Beg St 1)**			
	Reads one or more sentences correctly in environmental print/texts.	Reads one or more sentences correctly in a picture story book.	Uses context to predict meaning in texts and supplement decoding attempts.	Reads words using known letter/sound relationships.	Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support.	Begins to develop fluency and understanding by revisiting familiar texts.	Reads all or most of a more challenging story book.	Maintains fluency when reading texts with varied and irregular text and image placement.	Pauses or hesitates when meaning is disrupted when reading.	Reads aloud with increasingly appropriate pitch, intonation and fluency. (RR level 5-8).	Reads texts with varied and longer sentence patterns and several lines of text per page.	Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.	Recognises when meaning is disrupted and attempts to self-correct when reading.	Reads fluently and accurately with attention to punctuation.

Literacy Continuum **Reading Texts3** *involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning.*	**Cluster 6 (Mid St 1)**			**Late St 1 (7th Cluster)**				**End St 1 (8th Cluster)**			
	Understands that pathways for reading literary, factual and screen texts can be navigated in different ways.	Self-corrects when meaning is disrupted e.g. by pausing, repeating words and phrases, rereading and reading on.	Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression (RR level 16-18).	Understands how to 'read' text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.	Automatically integrates a range of information e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way.	Knows that literary, factual and screen texts need to be 'read' in differing ways.	Responds to punctuation and adjusts expression to enhance meaning when reading aloud.	Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.	Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes).	'Reads' texts in different ways to meet a range of reading purposes.	Independently monitors reading by using a variety of self-correction strategies to maintain meaning.

Literacy Continuum **Reading Texts4** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Beg-Mid St 2 (9th Cluster)**					**Mid-End St 2 (10th Cluster)**				
	Reads for sustained periods (15-20 minutes) & sustains understanding in longer texts over time eg: reading short novels over several days	Uses visual representations eg: photos, tables, charts to enhance meaning when reading factual texts	Selects and uses the most effective word identification strategy to maintain fluency and meaning	Demonstrates an awareness of how to use skimming and scanning and text features such as subheadings to locate specific information	Uses screen navigation features when reading and viewing internet texts	Reads short novels with minimal illustration, unfamiliar content, settings & characters and challenging and unusual vocabulary	Adjusts rate of reading to suit text complexity and reading purpose	Uses more sophisticated word identification strategies to maintain word & sentence level fluency & create meaning eg: use of homonym, syllabification, analogy	Uses topic knowledge, vocabulary knowledge & context to read unknown words when engaging with subject texts	Chooses a reading path appropriate to the text (literary, factual, electronic) & navigates multimodal texts appropriate to the purpose

Literacy Continuum **Reading Texts5** *involves understanding the meaning of spoken and written words and using words to create and understand texts.*	**Beg-Mid St 2 (11th Cluster)**					**Mid-End St 2 (12th Cluster)**				
	Reads for sustained periods (20-30 mins) & sustains understanding in longer texts over time eg: reading short novels over several days	Confidently engages with a wide range of authentic texts eg: newspapers, TV documentaries, websites & chooses reading pathways appropriate to the purpose for reading/viewing	Monitors reading for accuracy & meaning & adjusts reading when difficulties are encountered eg: adjusts speed, rereads & attends to most important information	Manipulates multiple texts that include a variety of purposes & modes to locate information for a specific purpose	Uses text navigation skills such as skimming & scanning to efficiently locate specific information in literary, factual & electronic texts	Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning	Reads, views & uses a wide variety of literary & factual print & electronic texts with increasing autonomy eg: extended novels & informational texts, video documentaries, multimedia & performance texts, graphic material	Reads more demanding subject texts that have increasing levels of technicality and abstraction	Monitors reading for accuracy & meaning by selecting & using appropriate higher order word identification skills such as knowledge of word origins	Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary & factual print, electronic & multimodal texts