Literacy

**Stage One**
1.1 Students encounter activities and experiences. Participation is fully prompted. They may be passive or resistant. They may show simple reflex responses.
1.2 Students show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention. They may give intermittent reactions.

**Reading**
Students may:
- use sensory cues to respond to visual and auditory stimuli

**Speaking & Listening**
Students may:
- show a response to sensory activities
- show by response that the close proximity of a familiar person is a pleasurable experience

**Stage Two**
2.1 Students begin to respond consistently to familiar people, events and objects. They react to new activities and experiences. They begin to show interest in people events and objects. They accept and engage in coactive exploration.
2.2 Students begin to be proactive in their interactions. They communicate consistent preferences and affective responses. They recognize familiar people, events and objects. They perform actions, often by trial and improvement and they remember learned responses over short periods of time.

**Reading**
Students may:
- focus on an object/book within a sensory story
- recognise familiar faces
- recognise and respond to familiar environments
- respond to familiar prompts in a sensory story

**Speaking & Listening**
Students may:
- react to their own image in a mirror
- show enjoyment of interactions
- focus briefly on activity or object being shared with an adult
- listen to and imitate sounds made by themselves or others
- respond consistently to a familiar person
- react to unfamiliar people with suspicion, reserve, or rejection
- show recognition of familiar or favourite objects or activities
- show understanding of a familiar activity by an anticipatory response, e.g. smile
- respond to various different tones of voice, e.g. anger
- take turns in interactions with another person, e.g. vocalising games

**Writing**
Students may:
- manipulate sensory materials with hands
- reach out for an object placed near hand
Stage Three
3.1 Students begin to communicate intentionally. They seek attention through eye contact, gesture or action. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways. They remember learned responses over more extended periods.

3.2 Students greet known people and may initiate interactions. They can remember learned response over increasing periods of time and may anticipate known events. They may respond to options and choices with actions and gestures. They actively explore objects and events for more extended periods.

Reading
Students may:
- recognise single personal objects, e.g. cup, bag, coat
- scan to recognise a single personal object among other objects
- focus on photographs, pictures, symbols or books
- show enjoyment/interest when sharing a familiar book/story/poem with an adult
- help to turn pages of book/story when sharing with an adult
- participate in next action/gesture/sound/prompt in a familiar story/poem/rhyme, with help
- anticipate next action/gesture/sound in a familiar story/poem/rhyme

Speaking and Listening
Students may:
- respond to own name
- participate in simple turn taking activities
- attend to one object or activity for long enough to gain useful information about it
- show memory of a familiar song, rhyme or story by providing sounds or actions at appropriate times
- attempt to imitate the intonation patterns of adult speech
- use vocalisations deliberately in order to get a response, showing understanding of the effects of their actions
- point towards an interesting object (not necessarily combined with making eye contact with an adult)
- indicate preferences by pointing or selecting
- indicate ‘yes’ or ‘no’ to simple questions by facial expressions, actions, vocalisations or gestures
- take an adult to an object, or an object to an adult, in order to request assistance

Writing
Students may:
- use palmar grasp with either hand
- scribble a few quick strokes with no apparent link between hand and eye
- attend to scribbling action
- scribble in anti clockwise circular manner
- follow lines within tracks with fingers
- scribble freely using paintbrush, mouse, touch screen

Stage Four
Reading
Students listen and respond to familiar rhymes and stories. They show some understanding of how books work.

Students may:
- open books and look at pictures
- turn pages, several at a time
- hold book right way up
- listen and respond to familiar rhymes, action songs and stories
- join in with repetitive verse, actions, gestures
- anticipate and carry out familiar actions, gestures and repetitive phrases in a familiar story
- know that stories are linked to particular books, pictures or sequences
- develop left to right sequencing
- understand that printed words/pictures/symbols represent real things
Strand: Discipline-Based Learning

Dandenong Valley School Curriculum

- recognise pictures of everyday objects when shown at different angles or half concealed

Speaking & Listening
Students repeat between 10 and 20 single words, signs or phrases. They use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects and to communicate about events and feelings. They respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations.

Students may:
- recognise everyday sounds and familiar objects in verbal contexts
- understand key words in routine instructions, e.g. ‘dinner’, ‘drink’, ‘sit down’
- give correct picture/symbol/photo/object on request from a selection
- recognise own name and those of familiar people in verbal contexts
- indicate needs with different tones/sounds/gestures and signs
- vocalise or sign simple greetings, requests and yes/no response
- communicate simple choices, likes and dislikes
- make representational sounds such as animal noises
- use single words/signs/symbols to comment in familiar situations, e.g. ‘more’, ‘finished’
- initiate communication using single words/signs/symbols in familiar situations, e.g. ‘drink’

Writing
Students begin to understand that marks and symbols convey meaning. They make marks or generate symbols in their preferred mode of communication.

Students may:
- grasp a writing implement with a preferred hand and make marks on paper
- grasp a writing implement with a tripod grasp and make marks on paper
- grasp a writing implement with a pincer grip and make marks on paper
- colour within a pre drawn outline
- draw lines within tracks
- scribble alongside a picture
- generate symbols from a selection on the computer

Stage Five

Reading
Students begin to select a few words, signs or symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. They show curiosity about content at a simple level. They begin to match objects to pictures and symbols.

Students may:
- have favourite books
- turn pages one at a time
- show curiosity of familiar story by asking questions at two word level, e.g. ‘where dog?’
- use pictures in a book to retell part of familiar story (verbally, signing, symbol, gesture)
- look for specific object/picture in a book
- display awareness that story has finished
- recognise that pictures/objects represent something; that a word/symbol gives meaning to the object/picture
- match picture to picture/symbol to symbol/object to symbol
- recognise own name and names of other students

Speaking & Listening
Students may combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners. They respond to simple questions about familiar events or experiences by vocalising, using gestures, symbols or signing. They may follow requests and instructions containing two key words, signs or symbols.

Students may:
- understand and follow instructions using a negative and one other word, e.g. no drink
- introduce possessive, e.g. John’s coat
- understand ‘where’, ‘what do you want’ questions and ‘give me’ requests
- respond to questions and requests using yes/no’ (verbal sign symbol or gesture)
- increase vocabulary of single words
• use questions, question plus one other word, e.g. ‘where drink?’
• express two concepts, ideas using speech, signs, symbols, e.g. big dog
• hear and say the initial sound of some words

Writing
Students begin to produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events. They begin to trace, and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns. Students may:
• trace patterns from left to right
• draw around a simple shape
• colour within a large, clearly defined outline
• trace over letters
• use ICT to record class activities/story, e.g. Clicker
• give pictures a name
• attempt to write caption for a picture
• dictate caption for a picture
• use ICT to write own name

Stage Six

Reading
Students select and recognise or read a small number of words or symbols linked to a familiar vocabulary. They match letters and short words. Students may:
• enjoy personal books with text/symbols
• recognise and identify characters in familiar books/texts/computer programme
• make predictions in familiar stories
• show an awareness if the reader changes/omits part of the story
• ask for a specific story/digital book
• find a specific book on request
• understand that books have fronts and backs
• be aware of own name on personal possessions
• match names of pupils in class/group
• identify names of pupils in class/group
• match words/symbols in personalised reading book
• identify words/symbols in personalised reading book
• begin to develop sight vocabulary of high frequency words
• match letters of own name
• learn initial sound of own name and identify words with same initial letter/sound
• point to names/words beginning with the same letter as their own name
• match lower case letters of the alphabet

Speaking & Listening
Students use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others. They use facial expression and intonation to enhance meanings. They ask simple questions to obtain information. They follow requests and instructions with three key words, signs or symbols. They respond to others in group situations.
Students may:
• identify common objects and describe their use
• state what they are doing
• carry on a simple two way conversation
• ask simple questions 1 to 1
• ask questions raising intonation at the end of the sentences
• use question words, e.g. what? where?
• listen for the answer to questions
• answer simple questions
• in a small group – ask questions and/or initiate conversations
• use intonation to enhance meaning
- combine 3 key words, signs, symbols to communicate e.g. 2 nouns plus verb; 2 nouns plus preposition; 2 nouns plus adjective
- use negative plus noun e.g. no dinner
- use prepositions: in, up, on, down under
- use pronouns: you, me, my, mine, your, I
- use plural ‘s’ on nouns

Writing
Students differentiate between letters and symbols. They copy/trace with support. They produce or write recognisable letters or symbols related to their names.

Students may:
- imitate pattern of objects
- copy pattern of objects from a card
- form initial letter of own name whilst sounding with support
- write first letter of name from memory
- attempt to write own name from memory on a piece of work
- write own name with minimum support
- join dots to write letters of the alphabet correctly
- copy underneath from left to right (letter size variable)
- copy individual words on computer
- copy below individual words with support
- copy caption underneath for a picture/photo, etc with support
- dictate simple sentence of news
- dictate greetings/message for cards
- copy caption/word from a separate sheet with direction

Stage Seven

Reading
Students show an interest in the activity of reading. They predict words, signs or symbols in narrative. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading. They recognise some letters of the alphabet.

Students may:
- understand terms about books/print: book, cover, beginning, end, page, word, letter
- distinguish between print, symbols and pictures in texts
- join in with repetitive passage/chorus in a story
- respond and/or anticipate missing words – join in dramatic input
- complete line in familiar repetitive passage
- know some verses by heart
- object when stories are altered
- follow the sequence of a simple picture story
- ‘read’ story to a friend
- match pictures to words
- match symbols to words
- read 10 high frequency words
- recognise letters of own name
- recognise same letters in lower case and match with appropriate object, symbol or picture
- learn some alphabet sounds, signs and name
- sound and sign initial letters of familiar words

Speaking & Listening
Students communicate ideas about present, past and future events and experiences, using simple phrases and statements. They use conjunctions to link ideas or add new information beyond what is asked. They contribute appropriately one-to-one and in small group discussions and role play. They listen, attend to and follow stories for short stretches of time. With support, they attend to, and answer, questions from adults and their peers about experiences, events and stories.

Students may:
- make eye contact with listener
- control volume of speech
- attempt to start a communication or take a turn with another using speech, signs or symbols
- leave space for adult to speak
- use conjunction ‘and’
- apply knowledge of tense sometimes incorrectly, e.g. runned
- use some irregular tenses
- use past tense correctly
- use future tense correctly
- talk about present experience
- describe an experience
- talk about what they are going to do
- use short phrases/sentences to communicate ideas
- add new information beyond what is asked
- speak to peers in role play
- speak behind a puppet
- listen to information from others
- understand and follow instructions at an emerging 4 word level, e.g. noun, verb, preposition noun
- understand the prepositions over, through and around
- understand the pronouns – he / she
- understand use of tenses, past, present and future, e.g. in questions & stories

**Writing**

Students group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words.

Students may:
- find first blank page in book
- use second hand to hold paper while writing
- start writing on left of page
- write all the letters in own name
- write own name in correct sequence
- write name on the computer without capitals
- copy all the letters of the alphabet correctly
- copy caption for picture independently
- copy single words from separate sheets independently
- use letters of name in writing
- use a single letter to represent words
- group letters together
- leave a space between groups of letters
- write half words from memory
- ‘read’ writing

**Stage Eight**

**Reading**

Students understand that words, signs, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise the letters of the alphabet by shape, name and sound. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

Students may:
- track text page by page, left to right, top to bottom pointing when reading
- make 1:1 correspondence between written and spoken words
- point to lines of text as adult reads
- join in discussion about a story
- echo an adult reading
- use repetitive passage when ‘reading’ independently
- respond to situations in a story, e.g. laugh
- talk about the events in a story
- use picture clues to suggest what the book may be about
- offer an appropriate word to complete a sentence, e.g. truck/lorry
- sequence 3 pictures in a familiar story
• create a story from pictures
• read 15 high frequency words
• rhyme by recognising, exploring and working with rhyming patterns
• listen/identify initial sounds of words
• recognise by matching lower and upper case letters
• identify the letters of the alphabet by their sound
• identify letters of the alphabet by their name
• identify letters of the alphabet by their shape

Speaking & Listening
Students link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one. They use a growing vocabulary to convey meaning to the listener. They take part in role play with confidence. They listen attentively. They follow requests and instructions with four key words, signs or symbols.

Students may:
• show adequate eye contact for communication when speaking
• initiate/take up the conversation with another person
• leave space for others to speak
• wait for response to their speech
• interrupt occasionally mainly to add or extend information
• not interrupt
• wait until asked to respond by the teacher
• report on something they have done
• show excitement in their voice when reporting something they enjoyed
• show adequate variation in intonation
• tell what is happening in a picture
• relate an experience, e.g. event or story
• use correct pronouns
• use role play in free situations such as the playground
• combine 4 key words, signs, symbols to communicate ideas, e.g. noun verb preposition noun, noun preposition adjective noun, adjective noun verb noun
• use the prepositions: over, through, around
• ask questions: ‘what’ and ‘where’
• use negatives ‘no’ or ‘not’ with 2 other words, e.g. not eat dinner
• respond to messages/instructions at a 4 word level – words/signs/symbols
• understand questions: ‘when’
• understand the negatives: ‘isn’t’ and ‘can’t’

Writing
Students use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes. They write their names with appropriate use of upper and lower case letters or appropriate symbols.

Students may:
• copy from the board
• use creative spelling
• ask how to write a word
• frequently use correct initial letter of word
• use letter sound knowledge in writing
• ‘read’ what they have written
• give text some meaning
Stage Nine

Reading
Students recognise familiar words, signs or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like & dislike. Students can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non fiction. They use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non fiction.

Students may:
- show awareness that some books give information about a specific subject
- use pictures to predict an unfamiliar word
- with help or symbol support read a simple sentence or phrase
- express an opinion on the story, event or character
- re-read class stories/books
- respond to rhyme and pattern of language
- use context to help decode text not always correctly, e.g. sock/shoe
- use knowledge of story to assist in decoding text
- understand increasingly complex text and recount main events or facts; comment on obvious features, e.g. good/bad characters
- understand alphabetical order
- know the alphabet
- name letters of alphabet in lower and upper case
- listen/identify initial sounds of words
- explore and play with rhyming patterns
- generate rhyming strings, e.g. fat, cat, pat
- identify the final sound of unfamiliar words
- use initial letter sound, graphic and context clues to attempt to decode a word
- use vowel sounds to help build Consonant Vowel Consonant words (CVC)
- learn combination of following sounds; ch, sh, th
- use phonics to read new words in simple text
- read final phonic clusters, e.g. ing, ed, er, st
- use ‘s’ for plurals

Speaking & Listening
Students communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners’ interest.

Students may:
- ask questions at appropriate intervals to show an interest in what the speaker is saying
- use language to express feelings
- understand and use negatives, e.g. don’t
- understand and use the comparative/superlative, e.g. big, bigger, biggest
- respond in a complete sentence, reply when questioned on an event
- talk about things of personal interest, e.g. ‘news’, in familiar settings
- follow more complex instructions
- use language to express opinion
- give reasons for opinions, actions and choices
- understand and use questions
- participate in group situations like ‘Circle Time’ using 2/3 sentences to speak about an item of personal interest, e.g. football
- follow what others say and make relevant comments
- use intonation, facial expression and gesture/body language appropriately
- listen carefully to other people’s reactions and take their views into account
- retell an experience using descriptive language
Writing
Students produce recognisable letters and words or symbols to convey meaning. Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation. Some of their writing may still need to be mediated to be understood. They begin to show an understanding of how full stops are used.

Students may:
- make a contribution to group writing
- discuss what they want a scribe to write
- produce recognisable letters and words to convey meaning
- move round letters in the correct direction
- write most lower case letters correctly
- write most upper case letters correctly
- begin to revise written work with assistance
- organize information so that the writing conveys a clear message, e.g. describe events in the correct sequence
- answer questions about the content of their writing
- make amendments on reading own writing
- create an imaginary event, place or person and write about it
- use phrases and simple statements to convey ideas choosing some appropriate vocabulary and some words spelt conventionally
- spell two letter words
- spell phonic based CVC words
- spell common 3 letter words in high frequency list, e.g. the

Stage Ten

Reading
Students read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text. In responding to stories, they identify and comment on the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.

Students may:
- read simple unfamiliar texts accurately, e.g. a new book at an appropriate reading age
- develop a range of reading strategies, e.g. self correct when meaning is lost, re-read or read ahead
- use different strategies in reading unfamiliar words, e.g. phonic, contextual
- recount main events and characters in a story with prompting and recite favourite poems
- read simple instructions, e.g. recipes, plans, instructions
- identify full stops and capital letters
- predict endings and incidents
- identify and describe characters, expressing own views
- discuss story settings and plot
- express preferences giving reasons
- use dictionaries to locate words using initial letters
- read fluently with expression, taking note of punctuation
- use contents page and index
- show some understanding of the characters and their feelings
- compare characters
- interpret underlying meaning
- read silently
- sustain interest in long stories
- be aware of the styles used for different purposes and comment on them, e.g. instructions, story, letter
- scan a text for subheadings
- identify different poetic styles, e.g. nonsense poems, tongue twisters, riddles
- know vowel and consonant
- recognise specific parts of words, including prefixes, suffixes and plurals
- identify vowel phonemes ‘air’, ‘or’, ‘er’ and read when in words
- identify diagraph ‘wl’, ‘pl’, ‘cl’ and read when in words
- recognise that the same sounds have different spellings, e.g. tee, tea, and that the same spellings may relate to different sounds, e.g. ‘book’, ‘moon’

Speaking & Listening
Students communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary and more varied expression. They show by their direct responses that they listen. They develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.

Students may:
- respond appropriately to feelings expressed by others, e.g. sad news
- include background information in conversation, e.g. where they went on holiday and an aspect they enjoyed
- know and use appropriate vocabulary for a specific task, e.g. for a specific curriculum area
- express ideas to carry out a task, e.g. making scrambled eggs, planning a project
- listen and react appropriately, e.g. laugh to a joke, gasp with surprise
- take part in discussions
- use different voices for different audiences
- use adjectives and/or adverbs to retell an experience or explain a completed task
- listen and react appropriately by continuing on what has been said
- use facial expression and appropriate gesture
- use the appropriate tense
- contribute without prompting to group discussions
- explain viewpoint
- show clear shape and organisation with an introduction and an ending
- speak clearly and audibly
- comment on key features of the media, e.g. favourite television programme
- know the difference between good and bad news, fact and fiction in the media
- in role play deal politely with opposing points of view
- in group discussion take up and sustain different roles such as clerk, scribe, spokesperson
- understand differences between written and spoken language

Writing
Students’ writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Students compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.

Students may:
- write about an event using at least 3 sentences
- begin to use different styles and structures of writing, e.g. narrative, lists, captions, letters, invitations
- write about outing/event, beginning to use an identifiable structure (writing is in sections)
- use story structure to write about own experience
- use vocabulary appropriate to the subject
- write a description of an animal in a narrative form to include some adjectives/adverbs
- write a thank you note following a school visit; include some adjectives/adverb
- use connectives other than ‘and’ to make sentences longer, e.g. then, because, but
- link ideas & events clearly, e.g. making a meal
- spell 15 words
- demonstrate phonic awareness of any words that are wrongly spelt
- use word endings ‘s’, ‘ed’, ‘ing’
- use knowledge of phonics to attempt to spell unknown words
- write legibly – size and orientation of letters not always consistent (75% correctly formed)
- generally use upper & lower case letters correctly and not mixed within the word
- begin to develop own style