

Curriculum Outcomes for Australia and New Zealand

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Victoria

Domain: English

Dimension: Reading (Level 1)

At Level 1, students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

Dimension: Reading (Level 2)

At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters' feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

Dimension: Writing (Level 1)

At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.

Dimension: Writing (Level 2)

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others' writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions, and adverbial phrases indicating time and place. They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

New South Wales

Reading Outcomes and Indicators Learning to Read – Skills and Strategies

Early Stage 1

RES1.6 Demonstrates developing reading skills and strategies for reading books, dealing with print and comprehending texts.

Graphological and Phonological Information

- Hears and articulates sound segments in words
- Identifies some letters or sounds beyond those in own name
- Recognises most sounds of the alphabet
- Hears a sequence of sounds and blends single sounds in vowel-consonant-vowel (vcv), consonant-vowel (cv) and consonant-vowel-consonant (cvc) words
- Segments words into onset and rime, syllables etc

Stage 1

RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts.

Graphological and Phonological Information

- Exchanges sounds/letters to makes a new word
- Blends words ending and beginning with double consonants and consonant digraphs to work out unknown words
- Blends long vowel sounds with consonants and consonant blends
- Blends cvc words, words with vowel digraphs, double vowel sounds and other common digraphs
- Draws on knowledge of letter-sound relationships when trying to read unknown words (e.g. sounds out, attempts to break words into syllables).

Writing Outcomes and Indicators Learning to Write – Skills and Strategies

Early Stage 1

WES1.11 Begins to use letters to represent known words when spelling

Spelling

- Attempts to spell by listening carefully to the sounds in the words and trying to write them accurately and in sequence.
- Says and writes beginning and ending sounds of spoken words.
- Writes cv, vc and cvc words that contain known letter-sound relationships.

Stage 1

WS1.11 Uses knowledge of sight words and letter-sound correspondences and a variety of strategies to spell familiar words.

Spelling

- Segments word into individual sounds and forms letter that relates to the sound.
- Isolates and writes the initial, medial and final sounds of a word.
- Exchanges one letter in a written word with a different letter to make a new word.
- Builds word families.
- Writes words using blends, letter combinations and long vowel sounds
- Spells words using letter names.
- Writes letters for double consonants (e.g. hopping).
- Writes letters for double vowels (e.g. seed, dead).
- Draws on knowledge of common letters patterns and letter-sound correspondences when writing a text.

Western Australia

English – Learning Area Statement

Early Childhood

Learning and teaching programs should extend students' oral language competence, develop fundamental reading, writing and viewing skills and extend students' critical language skills and understandings.

Listening, Viewing and Reading

Students are taught strategies such as use of picture and context cues to make meaning, rereading to re-establish meaning, visualising or 'making a mental picture' and sounding out unknown words. Over time, students are encouraged to take responsibility for their use of strategies and to use them independently.

Writing

Students learn how to produce their own written texts initially by experimenting with print and composing simple texts and spellings that are meaningful to them. They are encouraged to try a variety of spelling strategies.

Queensland

English

Reading and viewing level 1

Op 1.2

When reading and viewing, students:

- predict and confirm by using prior knowledge, supportive visuals and semantic, syntactic and graphophonic cues.

To demonstrate these reading and viewing outcomes students should know:

- word structure (spelling) and punctuation
- frequently used words
- names and commonly associated sounds of consonants and short vowels (graphophonic cues) in words
- visual letter patterns and rimes, two-letter consonant blends (graphophonic cues) found in words in familiar texts.

Writing and shaping level 1

Op 1.3

When writing and shaping, students:

- accurately spell frequently used words and spell unknown words using sound/visual (graphophonic) patterns, meaning patterns, knowledge of word function and simple endings.

To demonstrate these writing and shaping outcomes students should know:

- spelling (word structure) and punctuation
- accurate or predictable spelling helps readers and viewers make sense of texts
- names and commonly associated sounds of consonants and short vowels (phonics)
- short vowels (phonics) found in single-syllable and in common two-syllable words when adding ending with no change to base word
- onset and rimes create patterns with which to spell new words
- single-consonant, two-letter consonant blends and nasal (graphophonic elements of words) found in familiar texts.

Reading and viewing level 2

Op 2.2

When reading and viewing, students:

- maintain reading fluency and make meaning of texts, using visuals and integrating semantic, syntactic and graphophonic cues.

To demonstrate these reading and viewing outcomes students should know:

- word structure (spelling) and punctuation
- graphophonic cues including long vowels and digraphs, consonant blends and digraphs, visual letter patterns.

Writing and shaping level 2

Op 2.3

When writing and shaping, students:

- accurately spell frequently used one- and two-syllable words using sound/visual (graphophonic) and meaning patterns, and knowledge of word functions.

To demonstrate these writing and shaping outcomes students should know:

- spelling (word structure) and punctuation
- frequently occurring one- and two-syllable words including commonly used pronouns, articles, prepositions and conjunctions, and topic-specific and text-type-specific words, and frequently used homonyms
- to use the base word in simple multi-syllable words to spell accurately
- graphophonic relationships including consonant digraphs and three-letter blends, long vowels, visual letter patterns.

Tasmania

Being literate – Progression Levels Reading and Viewing – Standard One

Students understand some of the ways that communication works and how non-verbal, spoken, written and visual forms carry messages.

Standard one: lower

Students understand that communications may be varied to convey different messages. They recognise symbols in their environment, engage with familiar texts and begin to create texts for their own purposes. For example, they:

- recognise elements of print from personal experiences (e.g. sees the first letter of their name and says that's my name).

Standard one: middle

Students understand how to create texts for their own purposes and assign meaning to these texts. They respond to familiar texts in different ways and relate texts to personal experience. They begin to recognise images, sounds and/or letters. For example, they:

- recognise and name some personally significant letters in context (e.g. letters in their own name)
- begin to associate a sound with a letter
- begin to attend to beginning or rhyming sounds.

Standard one: upper

Students understand some of the ways that communications work in school and everyday contexts. They respond to familiar texts with questions and comments. They experiment with ways of representing ideas and assign a constant meaning. They represent significant sounds in writing. For example, they:

- identify some letters of the alphabet by name or sound
- recognise rhyming words and suggest words that rhyme
- suggest words that begin with familiar sounds, including the beginning letter of their name.

Reading and Viewing – Standard Two

Students understand how to use basic structures, features and strategies to communicate in a variety of contexts for a range of purposes.

Standard two: lower

Students understand print concepts and read, view and discuss familiar and / or predictable texts. They use some strategies to comprehend texts. They create texts about personally significant ideas in family, school and community contexts. For example, they:

- recognise and name the most common sound for all the letters of the alphabet
- read a small number of common high frequency words when encountered in different contexts
- use some strategies to read and view familiar and/or predictable texts (e.g. rely heavily on beginning letters and sounding out words; segment one syllable words into onset and rime; use background knowledge; begin to pause at full stops when reading aloud; begin to self-correct).

Standard two: middle

Students understand the basic structures and features of some simple texts. They recognise that texts have a purpose and audience. They use an increasing number of strategies to comprehend and create some simple texts. For example, they:

- recognise digraphs (e.g. 'sh', 'th', 'ch'), and common rimes (e.g. '-ing', '-it', '-am')
- read common high frequency words without hesitation.

Standard two: upper

Students understand the structures and features of a range of simple texts. They recognise that texts have a particular purpose and intended audience. They use a variety of strategies to comprehend and create a range of simple texts. For example, they:

- use a variety of strategies to read and view simple texts (e.g. predict and confirm, integrating the three cueing systems-semantic, syntactic and graphophonic; self-correct and make meaningful substitutions; use word segmentation or syllabification; use knowledge of common letter patterns such as 'ent', 'ain'; read on or read back to clarify meaning).

Writing and representing – Standard One

Students understand some of the ways that communication works and how non-verbal, spoken, written and visual forms carry messages.

Standard one: lower

Students understand that communications may be varied to convey different messages. They recognise symbols in their environment, engage with familiar texts and begin to create texts for their own purposes.

For example, they:

- copy or write letter-like shapes, random letters and numbers when experimenting with writing, but without assigning particular meaning to their 'writing'.

Standard one: middle

Students understand how to create texts for their own purposes and assign meaning to these texts. They respond to familiar texts in different ways and relate texts to personal experience. They begin to recognise images, sounds and/or letters. For example, they:

- write using some known letters and letter approximations, but without correlation between letter symbols and sounds
- use letters to write their name or parts of it.

Standard one: upper

Students understand some of the ways that communications work in school and everyday contexts. They respond to familiar texts with questions and comments. They experiment with ways of representing ideas and assign a constant meaning. They represent significant sounds in writing. For example, they:

- write using known letters representing some dominant sounds with an appropriate letter symbol, but sometimes interchanging upper and lower case letters.

Writing and representing – Standard Two

Students understand how to use basic structures, features and strategies to communicate in a variety of contexts for a range of purposes.

Standard two lower

Students understand print concepts and read, view and discuss familiar and / or predictable texts. They use some strategies to comprehend texts. They create texts about personally significant ideas in family, school and community contexts. For example, they:

- rely heavily on knowledge of sounds when writing (e.g. record people as 'pepl', cage as 'kaj' with one to one letter-sound matching)
- spell accurately some frequently used words of one syllable (e.g. dog).

Standard two: middle

Students understand the basic structures and features of some simple texts. They recognise that texts have a purpose and audience. They use an increasing number of strategies to comprehend and create some simple texts. For example, they:

- use a small range of strategies to make plausible attempts at spelling words when writing (e.g. use familiar sounds; use knowledge of letter patterns; use word walls and charts to locate words; begin to use '-ing' and '-ed' as verb endings; begin to use '-s' and '-es' as plural endings).

Standard two: upper

Students understand the structures and features of a range of simple texts. They recognise that texts have a particular purpose and intended audience. They use a variety of strategies to comprehend and create a range of simple texts. For example, they:

- use a range of strategies to generate plausible attempts at spelling unfamiliar words when writing (e.g. chunk words by pronouncing word parts such as onset and rime; begin to use visual strategies such as knowledge of common letter patterns and vowel digraphs; use a variety of resources to check spelling)
- spell accurately one syllable words with common spelling patterns (e.g. house, spoon, feet, string).

South Australia

English – Reading and viewing

Band: Early Years

Standard: 1

Key idea

Children read, view and interpret texts, drawing on the support of proficient readers as required. They identify and talk about some language features of written and visual images.

T C KC1 KC2

Reception

- Begins to develop phonological knowledge.

Year 1

- Applies, with support, phonological knowledge.

Year 2

- Uses phonological knowledge.

Key Idea

Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.

T C KC1 KC6

Year 1

- Draws on knowledge of letter-sound relationships when trying to read unknown words (e.g. sounds out, attempts to break words into syllables).

Year 2

- Uses word identification strategies for constructing meaning.
- Sounds out to decode words.
- Applies knowledge of common letter patterns to decode words.

Key idea

Children experiment with several reading/viewing strategies for selecting texts, organising and recording information, and interpreting visual texts and short written texts.

T C KC1 KC6

Reception

- Recognises letters of the alphabet and uses their sounds to attempt to sound new words.

Year 1

- Uses initial letters, pictures and content knowledge as cues.

Year 2

- Uses word segmentation and syllabification to make sense of the whole word.

English – Writing (Spelling)

Band: Early Years

Standard: 1

Key idea

Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.

Id T C KC2 KC3 KC6

Reception

- Uses initial sounds to attempt words in a ‘have-a-go’ book or finds the correct page in personal word book to seek help.
- Hears, says and writes initial and final sounds in words and, with support, middle sounds.
- Spells some commonly used words correctly.
- Identifies and writes most letters of the alphabet.

Year 1

- Uses knowledge of the names of letters and the most common sounds that letters make to write words in lower and upper case form.
- Hears, says and writes initial, middle and final sounds.
- Recalls the correct spelling of an increasing number of commonly used words.
- Spells 3-letter words with short vowels (e.g. pig, cat).
- Uses common consonant initial and final digraphs and blends (e.g. th, cr, ll).
- Uses short and long vowels (e.g. mad, made).

Year 2

- Spells commonly used words accurately.
- Uses spelling strategies based on knowledge of sound-symbol relationships and standard letter patterns.
- Knows a core of sounds/blends such as consonant digraphs (th, ch), blends (scr, tch), vowel digraphs (oo, oa) and long and short vowels.
- Uses -ing and -ed as word endings and, with assistance, -s, -es, -ies.

Key idea

Children share ideas and feelings as they experiment with strategies for planning, composing and reviewing their own writing. They draw on strategies for spelling high frequency and common sight words accurately and for attempting to spell unfamiliar words.

Year 1

Begins to identify syllables.

Year 2

Hears syllables in words and uses this knowledge when attempting to spell.

New Zealand

English

In engaging with oral, written and visual texts, students will develop knowledge, strategies and awareness in:

Listening, Reading, Viewing: Level 1

Processes and strategies

- Has an awareness of the connections between oral, written and visual language.
- Uses the sources of information (meaning, structure, visual and graphophonic information) and prior knowledge to make sense of a range of texts with some confidence.
- Associates sounds with letter clusters as well as with individual letters.

Speaking, Writing, Presenting: Level 1

Processes and strategies

- Is able to create texts by using meaning, structure, visual and graphophonic information with some confidence.

Listening, Reading, Viewing: Level 2

Processes and strategies

- Recognises connections between oral, written and visual language.
- Selects and uses the sources of information (meaning, structure, visual and graphophonic information) and prior knowledge with increasing confidence to make sense of increasingly varied and complex texts.
- Uses an increasing knowledge of letter clusters, affixes, roots and compound words to confirm predictions.

Speaking, Writing, Presenting: Level 2

Processes and strategies

- uses an increasing knowledge of connections between oral, written and visual language when creating texts.
- creates texts by using meaning, structure, visual and graphophonic information with increasing confidence.
- seeks feedback and makes changes to texts to improve clarity and meaning.