**National Literacy Learning Progression
Vocabulary – from Oral Language, Understanding Texts and Writing**Reformatted from National Literacy Learning Progression Australian Curriculum (Debbie Draper, 09/08/19)

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| **Speaking and Listening - Speaking** |
| **Level** | **Vocabulary** |
| **SpK1** | * uses a small range of familiar words
* names common items from pictures or the environment
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| **SpK2** | * uses simple connectives to join ideas (and then) (see Grammar)
* uses simple adjectives to describe (red, big) (see Grammar)
* uses a small range of opinion adjectives (nice, good) (see Grammar)
* uses simple language to compare and contrast (smaller, more)
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| **SpK3** | * uses some precise vocabulary from learning areas uses connectives to sequence ideas (first, then, next, finally) (see Grammar)
* uses vocabulary to express cause and effect (the excursion was cancelled because it rained)
* uses some modal language to influence or persuade (should, will) (see Grammar)
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| **SpK4** | * experiments with vocabulary drawn from a variety of sources uses adverbials to give more precise meaning to verbs (talking loudly) (see Grammar)
* uses a range of vocabulary to indicate connections (consequences)
* uses conditional vocabulary to expand upon ideas (if Goldilocks ate all the porridge the bears would be hungry)
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| **SpK5** | * uses a broader range of more complex noun groups to expand description (protective, outer covering)
* selects more specific and precise words to replace general words (uses difficult or challenging for hard)
* uses some rhetorical devices (don’t you agree?)
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| **SpK6** | * varies vocabulary to add interest and to describe with greater precision (uses topic-specific noun groups such as exploitation of resources) (see Grammar)
* uses language creatively (the moon shines bravely)
* uses sensory vocabulary to engage the audience (a gasp of dismay)
* uses technical vocabulary to demonstrate topic knowledge (deforestation)
* consistently uses a range of synonyms to add variety and precision to spoken text
* uses abstractions (freedom, fairness)
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| **SpK7** | * selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply)
* uses a range of evaluative language to express opinions or convey emotion (significant benefits, devastating consequences)
* uses a range of emotive language appropriate to topic, purpose and audience
* uses rich, evocative descriptive language
* uses figurative language (hungry for success)
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| **Understanding Texts** |
| **Level** | **Vocabulary** |
| **UnT1** | • names familiar objects in texts (apple, table, boy) • names some familiar icons or symbols in the environment (school crossing sign) |
| **UnT2**  | • names familiar objects in texts and adds some detail (the apple is red) |
| **UnT3**  | • asks questions to find out meaning of unfamiliar words • knows and can use words in discussions that have been encountered in simple texts |
| **UnT4**  | • demonstrates understanding of common morphemic word families when reading (identifies the word run in running) • recognises repeated words in a simple text (see Text complexity) |
| **UnT5** | • identifies key words and the meaning they carry (nouns, verbs) • shows awareness that homonyms have different meanings in different contexts (right, mean, bat) • shows awareness of words that sound the same but are spelt differently (their, there, know, no)  |
| **UnT6**  | • uses morphological knowledge to explain words (help (base) + less (suffix) = helpless) • discusses the vocabulary and visual features of texts • identifies creative use of language (a very tall character is called ‘Tiny’) • uses context and grammar knowledge to understand unfamiliar words (the word vast in the phrase vast desert)  |
| **UnT7**  | • interprets creative use of language (figurative language, metaphor, simile, onomatopoeia) • explains how unfamiliar words can be understood using grammatical knowledge, morphological knowledge and etymological knowledge • describes the language and visual features of texts using metalanguage (grammatical terms such as cohesion, tense, noun groups) • recognises how synonyms are used to enhance a text (transport, carry, transfer) • draws on knowledge of word origin to work out meaning of discipline specific terms (universe)  |
| **UnT8** | • use knowledge of prefixes and suffixes to read and interpret unfamiliar words • identifies how technical and discipline-specific words develop meaning in texts • recognises how the use of antonyms, synonyms and common idiomatic language enhance meaning in a text • understand precise meaning of words with similar connotations |
| **UnT9** | • identifies language used to create tone or atmosphere • analyses language and visual features in texts using metalanguage (paragraph, apostrophe, camera angle) • applies knowledge of root words and word origins to understand the meaning of unfamiliar, discipline-specific words • uses a range of context and grammatical cues to understand unfamiliar words |
| **UnT10**  | • demonstrates an understanding of nuances and subtleties in words of similar meaning (frustrated, discouraged, baffled) (generous, kind-hearted, charitable)  |
| **UnT11** | • interprets complex, formal and impersonal language in academic texts • interprets and analyses complex figurative language (euphemisms, hyperbole) • demonstrates self-reliance in exploration and application of word learning strategies |
| **Writing – Crafting Ideas** |
| **Level** | **Vocabulary** |
| **CrT1** |  |
| **CrT2** | * asks about words used in the environment (signs, labels, titles, captions)
* searches for and sometimes copies words of personal significance found in written texts
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| **CrT3** | * writes own name and other personally significant words (family names, dog, house)
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| **CrT4** | * writes a small range of familiar common words
* writes two- and three-letter high-frequency words
* includes learnt vocabulary in own texts
* asks for help with less familiar words
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| **CrT5** | * uses appropriate key words to represent an idea (aunty, sister, cousin in a text about family)
* borrows words from other writers
* uses common and proper nouns particular to students’ contextual knowledge
* uses high-frequency words
* uses modifying words (very)
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| **CrT6** | * uses words to indicate quantity (every, some, a few)
* uses specific learning area topic vocabulary
* uses common homophones correctly (two, to)
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| **CrT7** | * uses expressive words to describe action and affect the reader (tiptoed, instead of walked)
* uses creative wordplay to affect the reader (repetitive patterns)
* intentionally substitutes common or generic words with synonyms (excited for happy)
* uses words with multiple meanings correctly, according to context (right, bark)
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| **CrT8** | Informative Text* uses a range of learnt topic words to add credibility to information (hibernate instead of sleep)

Persuasive Text* uses a range of learnt topic words to add credibility to arguments

Imaginative Text* uses a range of learnt topic words and words from other authors
* chooses alternative words to add variety (replied for said)
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| **CrT9** | Informative Text* uses a range of learnt, technical and discipline-specific terms (adapt, survive)
* uses words to express cause and effect (therefore)

Persuasive Text* uses words to express cause and effect (consequently, thus)
* uses words to introduce an argument (obviously)

Imaginative Text* uses vivid and less predictable vocabulary to affect the reader (stroll, prowl for walk)
* accurately uses vocabulary that has different meanings in different contexts
* uses vocabulary to evoke humour (pun)
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| **CrT10** | Informative Text* uses discipline-specific terminology to provide accurate and explicit information (discipline metalanguage)
* uses a range of synonyms for frequently occurring words, in a longer text (repair, fix, remedy)
* uses vocabulary to indicate and describe relationships (additionally, similarly)

Persuasive Text* uses a range of synonyms for frequently occurring words, in a longer text (impact, consequence, result)
* uses topic-specific vocabulary to add credibility and weight to arguments (cadence, interplanetary, silt)
* uses language that evokes an emotional response (the netballers triumphed)

Imaginative Text* uses words that invite connotations (startled, dismayed)
* substitutes precise vocabulary for common or everyday words (stinging, icy for cold)
* uses language that evokes an emotional response (a piercing scream echoed through the valley)
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| **CrT11** | Informative Text* uses complex abstractions (economic, sociocultural)

Persuasive Text* uses vocabulary for precision (the underwhelming performance of the opening batsmen)

Imaginative Text* uses vocabulary for precision (shrouded for covered)
* uses figurative language to create subtle and complex meaning (offering a silent prayer to the deaf sky)
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