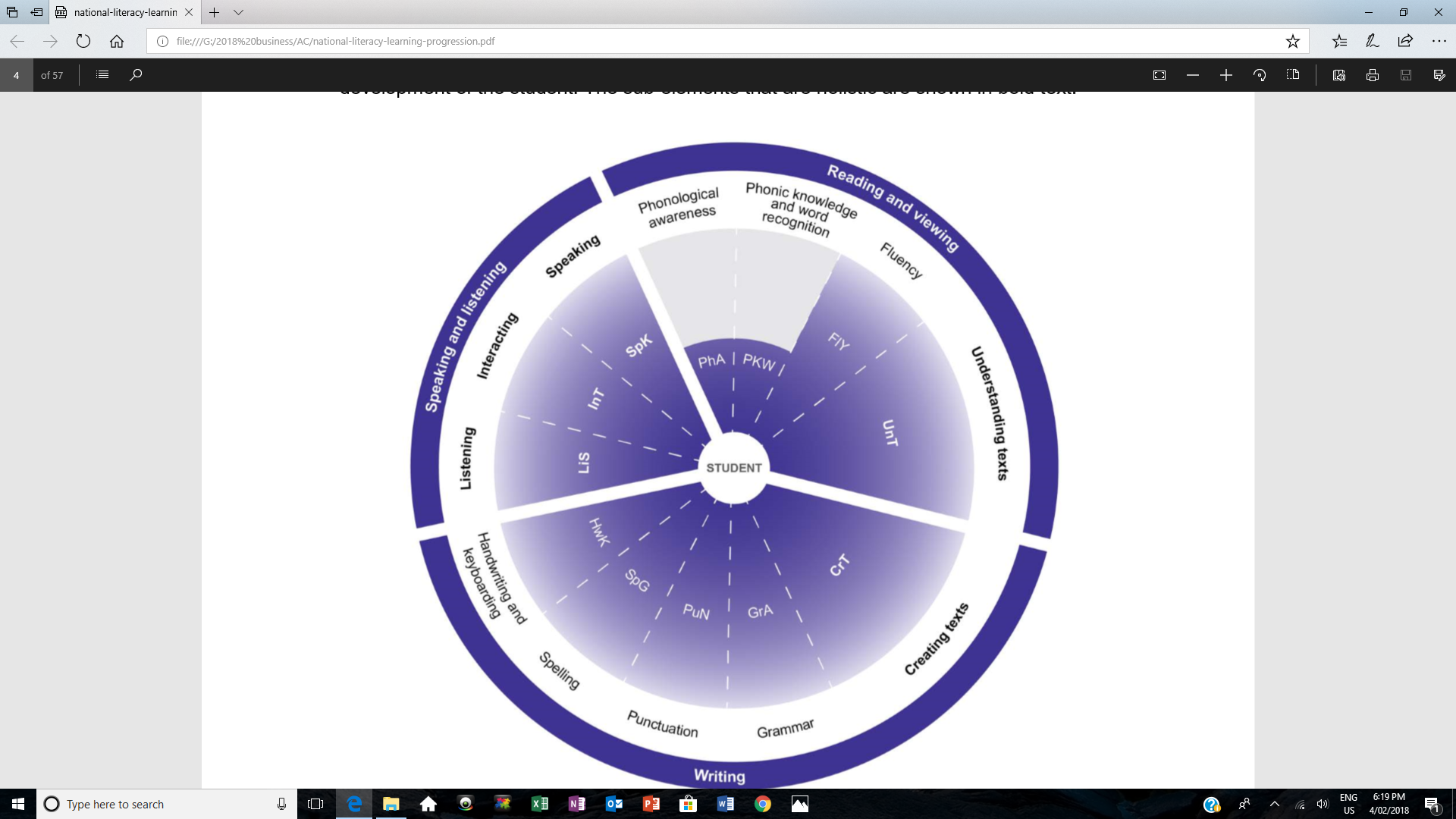
**National Literacy Learning Progression   
Vocabulary – from Oral Language, Understanding Texts and Writing**Reformatted from National Literacy Learning Progression Australian Curriculum (Debbie Draper, 09/08/19)

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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 | |
| **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) | |
| **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) | |
| **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) | |
| **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?) | |
| **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) | |
| **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) | |
| **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 |
| **CrT3** | | * writes own name and other personally significant words (family names, dog, house) |
| **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 |
| **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) |
| **CrT6** | | * uses words to indicate quantity (every, some, a few) * uses specific learning area topic vocabulary * uses common homophones correctly (two, to) |
| **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) |
| **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) |
| **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) |
| **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) |
| **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) |

<https://www.australiancurriculum.edu.au/resources/national-literacy-and-numeracy-learning-progressions/national-literacy-learning-progression/>