

The National Literacy Learning Progressions have recently been updated with more detail provided for **Speaking and Listening**. The Progressions are an especially useful tool which can be used for a number of purposes including tracking student development and providing next steps in the key areas of the **Big Six of Reading**. **Oral language** is a key aspect of the Big Six of Reading. This document provides a reformatting of the Progressions for **Speaking and Listening** which can be used for recordkeeping and planning purposes.

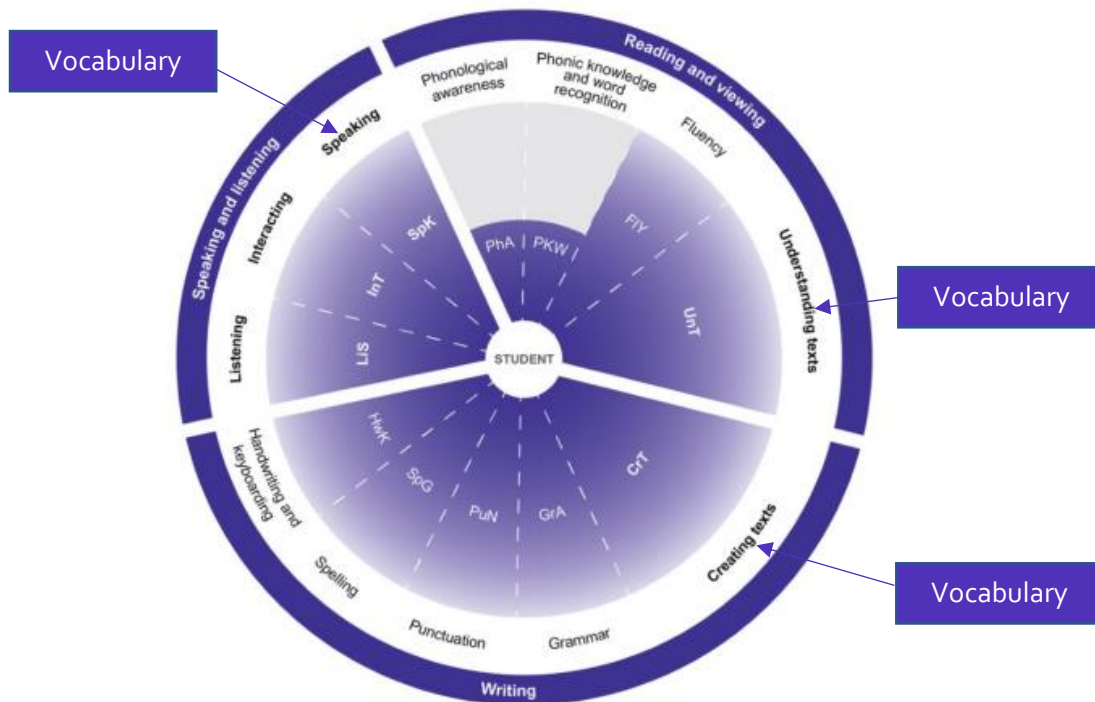


Figure 1. Elements and sub-elements of the National Literacy Learning Progression

LISTENING		
Yr.	Level	Indicators
Early Communication	ECL1a	<ul style="list-style-type: none"> <input type="checkbox"/> shows interest in familiar people events and activities (e.g. tracks the speaker's movements, turns head in the direction of a speaker)
	ECL1b	<ul style="list-style-type: none"> <input type="checkbox"/> responds consistently to social interactions with familiar people (see Interacting) <input type="checkbox"/> uses informal responses which can include vocalising, moving, touching (e.g. touches a target object in response to a question or directive) (see Interacting)
Pre	LiS1	<ul style="list-style-type: none"> <input type="checkbox"/> responds to a familiar, simple text structure (e.g. indicates yes/no when asked a commonly recurring question such as "Are you hungry?") (see Speaking) <input type="checkbox"/> uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing)
Foundation	LiS2	<ul style="list-style-type: none"> <input type="checkbox"/> responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation <input type="checkbox"/> follows a simple command <input type="checkbox"/> repeats familiar words heard in a text or conversation
	LiS3	<ul style="list-style-type: none"> <input type="checkbox"/> listens actively to short texts consisting of a few sentences <input type="checkbox"/> recalls one or two ideas from a short text or interaction <input type="checkbox"/> responds to simple statements, commands or questions <input type="checkbox"/> uses a small range of listening strategies (e.g. asking what, when, why questions about a text they have listened to) <input type="checkbox"/> responds to subtle tones and cues through facial expressions, gestures and action <input type="checkbox"/> discriminates individual words in a short, spoken sentence (e.g. identifies 'lunchtime' in 'the meeting for the excursion is at lunchtime') <input type="checkbox"/> describes familiar objects and actions heard in a text or interaction (e.g. the chicken ate the bug) <input type="checkbox"/> repeats accurately, short phrases and statements from a short text or interaction <input type="checkbox"/> recognises and generates one-syllable rhyming words (see Phonological awareness)

F-1	LiS4	<ul style="list-style-type: none"> <input type="checkbox"/> responds to simple and predictable texts (see Text complexity) <input type="checkbox"/> recalls specific information from a spoken text (e.g. recalls a message from a school assembly announcement) <input type="checkbox"/> responds to literal and simple inferential questions about a spoken text <input type="checkbox"/> infers obvious meaning from a simple, spoken text (e.g. identifies character's job as a sales assistant from dialogue with a shopper) <input type="checkbox"/> experiments with a small range of listening strategies (e.g. asks speaker to repeat information, if unclear) <input type="checkbox"/> uses learnt vocabulary and simple adjectives to recount key ideas from heard text
Yr. 1	LiS5	<ul style="list-style-type: none"> <input type="checkbox"/> responds to predictable texts (see Text complexity) <input type="checkbox"/> listens purposefully to texts to identify specific learning area content <input type="checkbox"/> recalls specific information from a learning area text <input type="checkbox"/> attends to sequence when recounting ideas <input type="checkbox"/> infers meaning that may be less obvious (e.g. hears background sounds of seagulls and surf to infer beach context) <input type="checkbox"/> describes tone and intonation of spoken text (e.g. she spoke with an angry tone) <input type="checkbox"/> listens to a familiar story and retells, making minor adaptations if needed <input type="checkbox"/> selects appropriate listening strategies (e.g. asking questions to elicit extra information, rephrasing others' contributions to check own comprehension) <input type="checkbox"/> listens for cohesive vocabulary to support comprehension (e.g. listens for temporal connectives such as first, then, finally and conjunctions such as also to identify next section in text)
Yr. 3 / 4	LiS6	<ul style="list-style-type: none"> <input type="checkbox"/> responds to moderately complex texts (see Text complexity) <input type="checkbox"/> responds to texts with unfamiliar content <input type="checkbox"/> identifies main ideas of a spoken text using supporting details <input type="checkbox"/> identifies purpose and intended audience of a spoken text <input type="checkbox"/> infers layered meaning from texts (e.g. musical overlay that creates mood) <input type="checkbox"/> asks relevant questions to extend understanding <input type="checkbox"/> describes language and audio features of the text
Yr. 5 / 6	LiS7	<ul style="list-style-type: none"> <input type="checkbox"/> responds to complex texts (see Text complexity) <input type="checkbox"/> identifies and analyses how spoken language is used for different effects <input type="checkbox"/> explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas <input type="checkbox"/> selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes) <input type="checkbox"/> explains how vocabulary is used for impact on the target audience
Yr. 7 / 8	LiS8	<ul style="list-style-type: none"> <input type="checkbox"/> responds to highly complex texts (see Text complexity) <input type="checkbox"/> identifies and paraphrases key points of a speaker's arguments <input type="checkbox"/> describes their own and others' listening behaviours <input type="checkbox"/> evaluates strategies used by the speaker to elicit emotional responses <input type="checkbox"/> explains any shift in direction, line of argument or purpose made by the speaker <input type="checkbox"/> adopts and re-uses complex abstractions heard in texts <input type="checkbox"/> explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

INTERACTING		
Yr.	Level	Indicators
Early Communication	EC1a	<input type="checkbox"/> interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions)
	EC1b	<input type="checkbox"/> interacts purposefully with familiar people (e.g. refuse or request)
Foundation	InT1	<input type="checkbox"/> shares simple ideas with peers <input type="checkbox"/> responds to questions in class discussion using non-verbal responses (e.g. nodding) <input type="checkbox"/> listens without interrupting (see Listening) <input type="checkbox"/> uses home language or dialect to interact with familiar peers and adults
F-1	InT2	<input type="checkbox"/> contributes simple ideas and shares personal experiences to participate in informal group discussions <input type="checkbox"/> shows signs of active listening, by sustaining attention across a short, spoken text <input type="checkbox"/> shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts) <input type="checkbox"/> uses appropriate language or dialect to interact with speakers of the same language
Yr. 1 / 2	InT3	<input type="checkbox"/> actively listens to stay on topic in a small group discussion <input type="checkbox"/> joins in small group and whole-class discussion <input type="checkbox"/> asks relevant questions for clarification or to find out others' ideas (e.g. What do you think about that?) <input type="checkbox"/> takes turns in interactions <input type="checkbox"/> interacts using appropriate language in pairs or a small group to complete tasks
Yr. 2 / 3	InT4	<input type="checkbox"/> interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example) <input type="checkbox"/> presents simple ideas clearly in group situations <input type="checkbox"/> actively encourages or supports other speakers <input type="checkbox"/> shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions) <input type="checkbox"/> uses language to initiate interactions in a small group situation (e.g. 'I have an idea')
Yr. 4 / 5	InT5	<input type="checkbox"/> interacts to critically evaluate ideas and refine meaning <input type="checkbox"/> explains new learning from interacting with others <input type="checkbox"/> uses a range of strategies for effective dialogue (e.g. questions claims made by a speaker or presents an alternative point to the previous speaker) <input type="checkbox"/> initiates interactions confidently in group and whole-class discussions <input type="checkbox"/> poses pertinent questions to make connections between a range of ideas <input type="checkbox"/> uses open questions to prompt a speaker to provide more information <input type="checkbox"/> clarifies task goals and negotiates roles in group learning <input type="checkbox"/> monitors discussion to manage digression from the topic <input type="checkbox"/> identifies and articulates a point of view of a speaker, to move a conversation forward
Yr. 6 / 7	InT6	<input type="checkbox"/> interacts within school context or the broader community, adjusting language and responses to suit purpose and audience <input type="checkbox"/> synthesises ideas from group discussion into a common theme or hypothesis <input type="checkbox"/> poses problems, hypothesises and formulates questions about abstract ideas in group situations <input type="checkbox"/> restates different views and makes suggestions to negotiate agreement <input type="checkbox"/> poses questions to clarify assumptions made by the speaker <input type="checkbox"/> questions others to evaluate accuracy of thinking or problem-solving processes <input type="checkbox"/> uses language to align the listener with personal position (e.g. of course, as you can imagine, obviously)
Yr. 8 / 9	InT7	<input type="checkbox"/> interacts strategically and confidently with a broad range of interactional partners <input type="checkbox"/> gives an extended explanation and evaluation of a complex concept, issue or process <input type="checkbox"/> justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation <input type="checkbox"/> uses language strategically to subtly align others to own point of view as appropriate to audience and purpose

FLUENCY		
Yr.	Level	Indicators
Foundati on	FIY1	<input type="checkbox"/> reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching <input type="checkbox"/> reads with some intonation and expression
		<input type="checkbox"/>

UNDERSTANDING TEXTS		
Yr.	Level	Indicators

Early Communication	ECU1a	<input type="checkbox"/> shows interest in familiar people, events and activities (e.g. tracks the speaker's movements, turns head in the direction of the speaker)
	ECU1b	<input type="checkbox"/> responds consistently to social interactions with familiar people <input type="checkbox"/> uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (e.g. touches a target object in response to a question or directive)
Pre-school	UnT1	Comprehension <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates interest in texts <input type="checkbox"/> recognises images in texts <input type="checkbox"/> recognises some icons or symbols from the environment (e.g. familiar logos) Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> names familiar objects in texts including texts in the environment (e.g. apple, table, boy) <input type="checkbox"/> names some familiar icons or symbols in the environment (e.g. school crossing sign)
Foundation	UnT2	Comprehension <ul style="list-style-type: none"> <input type="checkbox"/> responds to texts read by a proficient reader <input type="checkbox"/> repeats fragments of text <input type="checkbox"/> invents a spoken text based on images Processes <ul style="list-style-type: none"> <input type="checkbox"/> recognises symbols and words in texts (e.g. recognises own name) <input type="checkbox"/> distinguishes between print and images <input type="checkbox"/> shows awareness of correct orientation of text (e.g. holds the book or tablet the right way up) <input type="checkbox"/> imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> names familiar objects in texts and adds some detail (e.g. the apple is red)
	UnT3	Comprehension <ul style="list-style-type: none"> <input type="checkbox"/> listens actively and responds to a range of texts read by others <input type="checkbox"/> makes a simple statement about the content of a text (e.g. it was about the farm) <input type="checkbox"/> engages in group discussion about a text or shared learning experience <input type="checkbox"/> talks about images and/or some printed words in a text <input type="checkbox"/> answers and poses mainly literal questions about the text <input type="checkbox"/> infers and then describes obvious cause and effect relationships (e.g. uses information in the text to infer why a character is smiling in an image) Processes <ul style="list-style-type: none"> <input type="checkbox"/> follows text direction when read to by a proficient reader <input type="checkbox"/> locates the front and back of a book and turns pages correctly <input type="checkbox"/> locates the starting point for reading on a page or screen <input type="checkbox"/> uses touch or click features to navigate a text (e.g. clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts) Vocabulary <ul style="list-style-type: none"> <input type="checkbox"/> asks questions to find out meaning of unfamiliar words <input type="checkbox"/> uses words in discussions that have been encountered in simple texts

F-1	UnT4	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> with support from a proficient reader (see Text complexity) <input type="checkbox"/> retells a familiar story or shared learning experience <input type="checkbox"/> contributes to group discussion demonstrating understanding of a range of texts read by proficient readers <input type="checkbox"/> makes relevant comments or asks relevant questions to demonstrate understanding of a text <input type="checkbox"/> makes connections between texts and personal experiences <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses some phonic and contextual knowledge to decode simple texts (see Phonic knowledge and word recognition) <input type="checkbox"/> decodes a few words in a text using phonic knowledge (see Phonic knowledge and word recognition) <input type="checkbox"/> identifies taught high frequency words in a text (see Phonic knowledge and word recognition) <input type="checkbox"/> demonstrates one-to-one correspondence by pointing to words in a <u>continuous text</u> or in the environment (see Phonic knowledge and word recognition) <input type="checkbox"/> tracks text left to right <input type="checkbox"/> uses return sweep <input type="checkbox"/> consistently reads left page before right page <input type="checkbox"/> makes predictions (e.g. uses the cover of a book or screen image to predict the content) <input type="checkbox"/> identifies simple grammatical features (e.g. identifies verbs in a set of instructions) (see Grammar) <input type="checkbox"/> pauses or appeals for support when meaning is disrupted <input type="checkbox"/> recognises sentence boundary punctuation (see Punctuation) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates knowledge of common morphemic word families when reading (e.g. identifies the word run in running) <input type="checkbox"/> recognises key content or repeated words in a simple text (see Text complexity)
Yr. 1	UnT5	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> independently (see Text complexity) <input type="checkbox"/> locates directly stated information <input type="checkbox"/> recounts or describes sequenced ideas or information <input type="checkbox"/> identifies a clearly evident main idea in a simple text <input type="checkbox"/> listens to texts to engage with learning area content (e.g. a text about family histories) <input type="checkbox"/> reads and views the content of texts and describes new or learnt information <input type="checkbox"/> expresses an opinion or preference for a topic or text with a supporting reason <input type="checkbox"/> draws obvious inferences by integrating print, visual and audio aspects of simple texts (e.g. uses images and key words to infer a character's job) <input type="checkbox"/> identifies some differences between imaginative and informative texts (e.g. different styles of images in a fairy tale and instructions for a game) <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses phonic knowledge, word recognition, sentence structure, punctuation and contextual knowledge to read simple texts (see Phonic knowledge and word recognition) (see Text complexity) <input type="checkbox"/> reads high frequency words in continuous text <input type="checkbox"/> reads using sentence features such as word order and sentence boundary punctuation (e.g. question marks) <input type="checkbox"/> pauses when meaning breaks down and attempts to self-correct <input type="checkbox"/> uses visual and auditory cues to build meaning (e.g. colour, shape and size of images, sound effects) <input type="checkbox"/> selects appropriate reading paths when reading simple texts and navigates simple screen-based texts for specific purposes

		<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies key words and the meaning they carry (e.g. nouns, verbs) <input type="checkbox"/> makes plausible interpretations of the meaning of unfamiliar words <input type="checkbox"/> understands simple qualifying or emotive words <input type="checkbox"/> uses context to understand <u>homonyms</u>
Yr. 2/3	UnT6	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>simple texts</u> and some <u>predictable texts</u> (see Text complexity) <input type="checkbox"/> scans texts to locate specific information in a predictable print text <input type="checkbox"/> recounts or describes the most relevant details from a text <input type="checkbox"/> tracks ideas or information throughout the text <input type="checkbox"/> identifies main idea by synthesising information across a simple text <input type="checkbox"/> identifies the arguments in a predictable text <input type="checkbox"/> identifies the purpose of predictable informative, imaginative and persuasive texts (e.g. uses verbs and dot points to identify a set of instructions) <input type="checkbox"/> draws inferences and explains using background knowledge or text features (e.g. infers character's feelings from actions) <input type="checkbox"/> makes connections between texts (e.g. compares two versions of a well-known story) <input type="checkbox"/> integrates new learning from reading with current knowledge (e.g. I know that insects have wings, but I didn't know all insects have six legs) <input type="checkbox"/> predicts the content and purpose of a text based on a range of text features <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a bank of phonic knowledge and word recognition skills and grammatical and contextual knowledge to read simple and predictable texts (see Phonic knowledge and word recognition) <input type="checkbox"/> recognises when meaning breaks down, pauses and uses phonic knowledge, contextual knowledge, and strategies such as repeating words, re-reading and reading on to self-correct (see Phonic knowledge and word recognition) <input type="checkbox"/> identifies parts of text used to answer literal and inferential questions <input type="checkbox"/> uses cohesive devices to connect ideas or events (e.g. tracks pronoun referencing) (see Grammar) <input type="checkbox"/> uses phrasing and punctuation to support reading for meaning (e.g. noun, verb and adjectival groups) (see Fluency and Grammar) <input type="checkbox"/> identifies common features in similar texts (e.g. photographs in informative texts) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses <u>morphological knowledge</u> to explain words (e.g. help (e.g. base) + less (e.g. suffix) = helpless) <input type="checkbox"/> interprets language devices (e.g. exaggeration or repetition) <input type="checkbox"/> interprets simple imagery (e.g. simile, onomatopoeia) <input type="checkbox"/> uses context and grammar knowledge to understand unfamiliar words (e.g. the word vast in the phrase vast desert) <input type="checkbox"/> identifies words that state opinions (e.g. I think) <input type="checkbox"/> understands the use of common idiomatic or colloquial language in texts (e.g. get your head around it)

Yr. 3 / 4	UnT7	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>predictable texts</u> (see Text complexity) <input type="checkbox"/> locates information or details embedded in the text <input type="checkbox"/> identifies the main idea in a <u>predictable text</u> <input type="checkbox"/> identifies the purpose of a broad range of informative, imaginative and persuasive texts (e.g. advertisements, diary entry) <input type="checkbox"/> draws inferences and identifies supporting evidence in the text <input type="checkbox"/> monitors the development of ideas using language and visual features (e.g. topic sentences, key verbs, graphs) <input type="checkbox"/> recognises that texts can present different points of view <input type="checkbox"/> distinguishes between fact and opinion in texts <input type="checkbox"/> compares and contrasts texts on the same topic to identify how authors represent the same ideas differently <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> integrates phonic knowledge, word recognition skills, grammatical and contextual knowledge to read predictable texts (see Phonic knowledge and word recognition and Fluency) <input type="checkbox"/> identifies language and text features that signal purpose in a predictable text (e.g. diagrams, dialogue) <input type="checkbox"/> uses strategies to predict and confirm meaning (e.g. uses sentence structure to predict how ideas will be developed) <input type="checkbox"/> navigates texts using common signposting devices such as headings, subheadings, paragraphs, navigation bars and links <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> interprets creative use of <u>figurative language</u> (e.g. <u>metaphor</u>, <u>simile</u>, <u>onomatopoeia</u>) <input type="checkbox"/> interprets unfamiliar words using grammatical knowledge, <u>morphological knowledge</u> and <u>etymological knowledge</u> <input type="checkbox"/> describes the language and visual features of texts using <u>metalanguage</u> (e.g. grammatical terms such as cohesion, tense, noun groups) <input type="checkbox"/> recognises how synonyms are used to enhance a text (e.g. transport, carry, transfer) <input type="checkbox"/> draws on knowledge of word origin to work out meaning of discipline specific terms (e.g. universe) <input type="checkbox"/> recognises how evaluative and modal words are used to influence the reader (e.g. important, should, dirty)
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Yr. 4 / 5	UnT8	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views some moderately complex texts (see Text complexity) <input type="checkbox"/> accurately retells a text including most relevant details <input type="checkbox"/> identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity) <input type="checkbox"/> evaluates the accuracy within and across texts on the same topic <input type="checkbox"/> explains how authors use evidence and supporting detail to build and verify ideas <input type="checkbox"/> draws inferences and verifies using textual evidence <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> monitors reading for meaning using grammatical and contextual knowledge (see Fluency) <input type="checkbox"/> explains how textual features support the text's purpose <input type="checkbox"/> identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented) <input type="checkbox"/> predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters) <input type="checkbox"/> uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of 'explosion' to decode 'explosive' and uses context and knowledge of metaphorical use of language to understand 'explosive outburst'.) <input type="checkbox"/> uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as however, on the other hand) (see Grammar) <input type="checkbox"/> uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument) <input type="checkbox"/> identifies language features used to present opinions or points of view <input type="checkbox"/> skims and scans texts for key words to track the development of ideas <input type="checkbox"/> uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences) <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses knowledge of prefixes and suffixes to read and interpret unfamiliar words <input type="checkbox"/> identifies how technical and discipline-specific words develop meaning in texts <input type="checkbox"/> analyses the effect of antonyms, synonyms and idiomatic language <input type="checkbox"/> understands precise meaning of words with similar connotations (e.g. generous, kind-hearted, charitable)
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Yr. 5/6	UnT9	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>complex texts</u> (see Text complexity) <input type="checkbox"/> identifies the main themes or concepts in <u>complex texts</u> by synthesising key ideas or information <input type="checkbox"/> summarises the text identifying key details only <input type="checkbox"/> draws inferences, synthesising clues and evidence across a text <input type="checkbox"/> builds meaning by actively linking ideas from a number of texts or a range of digital sources <input type="checkbox"/> distils information from a number of texts according to task and purpose (e.g. uses graphic organisers) <input type="checkbox"/> identifies different interpretations of the text citing evidence from a text <input type="checkbox"/> evaluates text features for relevance to purpose and audience <input type="checkbox"/> analyses texts which have more than one purpose and explains how parts of the text support a particular purpose <input type="checkbox"/> analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts) <input type="checkbox"/> identifies techniques used to obscure author’s purpose (e.g. inclusion or omission of content) <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning <input type="checkbox"/> uses knowledge of a broader range of <u>cohesive devices</u> to track meaning (e.g. word associations) (see Grammar) <input type="checkbox"/> selects reading/viewing strategies appropriate to reading purpose (e.g. scans text for evidence) <input type="checkbox"/> judiciously selects texts for learning area tasks and purposes <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies language used to create tone or atmosphere <input type="checkbox"/> analyses language and visual features in texts using <u>metalinguage</u> (e.g. cohesion, interpretation, figurative) <input type="checkbox"/> applies knowledge of <u>root words</u> and <u>word origins</u> to understand the meaning of unfamiliar, discipline-specific words <input type="checkbox"/> uses a range of context and grammatical cues to understand unfamiliar words <input type="checkbox"/> interprets complex figurative language (e.g. euphemisms, hyperbole)
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Yr. 7 / 8	UnT10	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views complex or some <u>highly complex texts</u> (see Text complexity) <input type="checkbox"/> interprets abstract concepts integrating complex ideas <input type="checkbox"/> analyses how text features are used to support or conflate the point of view in the text (e.g. the strategic use of images such as a cartoon in an editorial) <input type="checkbox"/> draws inferences using evidence from the text and discounting possible inferences that are not supported by the text <input type="checkbox"/> applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience <input type="checkbox"/> evaluates the reasoning and evidence in a persuasive text <input type="checkbox"/> explains how context (e.g. time, place, situation) influences interpretations of a text <input type="checkbox"/> analyses the author’s perspectives in <u>complex</u> or some <u>highly complex texts</u> <input type="checkbox"/> analyses the techniques authors use to position readers <input type="checkbox"/> recognises when ideas or evidence have been omitted from a text to position the reader <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> integrates automatically a range of processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build meaning <input type="checkbox"/> describes how sophisticated <u>cohesive devices</u> establish patterns of meaning (e.g. class – subclass) <input type="checkbox"/> navigates extended texts including complex digital texts <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. frustrated, discouraged, baffled) <input type="checkbox"/> verifies interpretations of unfamiliar words using grammatical and contextual cues
Yr. 8 / 9	UnT11	<p>Comprehension</p> <ul style="list-style-type: none"> <input type="checkbox"/> reads and views <u>highly complex texts</u> (see Text complexity) <input type="checkbox"/> interprets <u>symbolism</u> in texts, providing evidence to justify interpretation <input type="checkbox"/> judiciously selects and synthesises evidence from multiple texts to support ideas and arguments <input type="checkbox"/> analyses the credibility and validity of primary and secondary sources <input type="checkbox"/> evaluates the use of devices such as analogy, irony, rhetoric and satire and how they contribute to author’s individual style <input type="checkbox"/> analyses the cumulative impact of use of language features and vocabulary across texts <input type="checkbox"/> explains assumptions, beliefs and implicit values in texts (e.g. economic growth is always desirable) <input type="checkbox"/> evaluates the social, moral and ethical positions taken in texts <p>Processes</p> <ul style="list-style-type: none"> <input type="checkbox"/> strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts <input type="checkbox"/> identifies subtle contradictions and inconsistencies in texts <p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> interprets complex, formal and impersonal language in academic texts <input type="checkbox"/> uses lexical cues to interpret unfamiliar vocabulary <input type="checkbox"/> demonstrates self-reliance in exploration and application of word learning strategies

