

es: • Comprehending texts through listening, reading and viewing • Composing texts through speaking, reading and viewing • Comprehending texts through listening, reading and viewing • Composing texts through speaking, reading and viewing

Text knowledge	Listen and respond to learning area texts	listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken undertaking learning t spoken and audio texts, and interpret informatio presented
	Interpret and analyse learning area texts	interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse ir ideas, comparing texts or themes using comprehe
	Compose spoken, written, visual and multimodal texts	compose short learning area texts, with support, to record and report ideas and events	compose and edit a small range of learning area texts	compose and edit a range of learning area texts	compose and edit learn
	Use language to interact with others	use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts	use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts	use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts	use pair, group and class informal debates as le: explore ideas and rela possibilities, compare s prepare for creat
	Deliver presentations	plan and deliver short presentations related to learning area topics	plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements	plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and appropriate visual and multimodal elements	plan, research, rehear presentations on learni selecting appropriate co and multimodal element: audience
	Use knowledge of text structures	use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support	use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support	use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts	use developing knowledg and features of learnin comprehend and comp more complex texts for id
	Use knowledge of text cohesion	use beginning knowledge of how language is used to comprehend and compose written texts with support	use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts	use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts	use knowledge of how co be made in texts throug replacing w
Grammar Knowledge	Use knowledge of sentence structures	use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound sentence structures to i question, describe and ele events
	Use knowledge of words or word groups	recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	expand and sharpen idea choice of verbs and elaborated te
	Express an opinion or point of view	use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective language, and ide
Age	Understand learning area vocabulary	use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including vocabulary from a range and vocabulary that exp

Overarching processes: • Comprehending texts through listening and viewing • Composing texts through speaking, writing and creating	Comprehending texts through listening, reading and viewing	Comprehend texts	use behaviours that are not intentionally directed at another person to: <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities 	use informal behaviours that show consistent anticipation of events in regular routines to: <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests 	use conventional behaviours consistently in environments and with people to: <ul style="list-style-type: none"> respond to a sequence of photographs and/or follow a visual schedule respond to texts with an example by responding respond to requests
	Composing texts through speaking, writing and creating	Compose texts	use behaviours that are not intentionally directed at another person to: <ul style="list-style-type: none"> refuse or reject reflect a preference or desire reflect state of wellbeing, for example contentment, joy, worry, pain reflect a physical state, for example hot, cold, nausea 	use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to: <ul style="list-style-type: none"> refuse or reject express a preference request the continuation of an activity request something new request more request attention 	use conventional behaviours to intentionally communicate one idea at a time consistently in a range of environments with familiar people, such as to: <ul style="list-style-type: none"> refuse or reject request items, people or time create texts, for example an event, story or shared message

All learning continua typically, but not exclusively, align with years of schooling. Stages in each learning continuum are labelled from Levels 1 to 6 to emphasize the progression of skills independent of student age. An accompanying statement indicates that the level typically applies to students by the end of a given year of schooling. to s

For Literacy, Level 1 is divided into five sub-levels — Level 1a, 1b, 1c, 1d and 1e. Levels 1a-1d represent the development of early literacy skills with a progression from unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

For Numeracy, Level 1 is divided into two sub-levels — Level 1a and 1b to represent the progression from early numeracy to numeracy skills. Level 1a has an emphasis on communication contexts and Level 1b an emphasis on the application of numeracy skills. Level 1a assumes students are able to communicate with intent.

Estimating and calculating with whole number	Numbers in context	experiences	objects using numbers up to two digits	numbers up to four digits	five digits	numbers up to
	Estimate and calculate	recognise the effects of adding to and taking away from a collection of objects	solve everyday addition and share stories	estimate the solution to a problem and then calculate the answer	estimate a solution to a problem and then check the solution by recalling addition, subtraction, multiplication and division facts	solve problems, calculations and written
	Use money	identify situations that involve the use of money	recognise the different value of coins and notes in the Australian monetary system	identify and use combinations of coins and notes for simple purchases	estimate the change from simple purchases	create simple budgets and
Recognise and use patterns and relationships	Recognise and use patterns and relationships	recognise simple patterns in everyday contexts	describe and continue patterns	identify, describe and create everyday patterns	identify and describe trends in everyday patterns	identify and rules and relationships to identify trends
Percentages, ratios and rates	Interpret proportional reasoning	recognise a 'whole' and 'parts of a whole' within everyday contexts	recognise a 'whole' and 'parts of a whole' within everyday contexts	visualise and describe halves and quarters	visualise, describe and order tenths, hundredths, 1-place and 2-place decimals	visualise, describe equivalent fractions and simple percentages
	Apply proportional reasoning	Level 1b is the starting point for this sub-element	identify quantities such as more, less and the same in everyday comparisons	solve problems using halves and quarters	solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals	solve problems using fractions, decimals and percentages
Using spatial reasoning	Visualise 2D shapes and 3D objects	sort or match objects according to their features	sort and name simple 2D shapes and 3D objects	identify, sort and describe common 2D shapes and 3D objects	visualise, sort, identify and describe symmetry, shapes and angles in the environment	visualise, sort and compare the shapes such as prisms in the environment
	Interpret maps and diagrams	demonstrate awareness of position of self and objects in relation to everyday contexts	follow directions to demonstrate understanding of common position words and movements	give and follow directions on maps and diagrams of familiar locations	interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language	identify and locations, use systems and such as north
Interpreting statistical information	Interpret data displays	display information using real objects or photographs and respond to questions about the information displayed	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect record and display data as tables, diagrams, picture graphs and column graphs	collect, compare and interpret data, double column graphs, including media
	Interpret chance events	Level 1b is the starting point for this sub-element	recognise that some events might or might not happen	identify and describe familiar events that involve chance	describe possible outcomes from chance experiments using informal chance language and recognising variations in results	describe chance, compare outcomes, predictions and representational chance of rain or snow
Measurement	Estimate and measure with metric units	use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area	measure by comparing objects and indicate if these measurements are the same or different	estimate, measure and order using direct and indirect comparisons and informal units to collect and record information	estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments	choose and use units for length, capacity and area in everyday contexts

Applying social and ethical protocols and practices when using ICT	property	digital work	used or misused by others	indicate the source	apply some referencing conventions
	Apply digital information security practices	follow class rules about using digital information	follow class rules about applying selected standard guidelines and techniques to secure digital information	independently apply standard guidelines and techniques for particular digital systems to secure digital information	independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments
	Apply personal security protocols	follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts
	Identify the impacts of ICT in society	identify how they use ICT in multiple ways on multiple devices	identify how ICT is used at home and at school	identify the value and role of ICT use at home and school	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives
Investigating with ICT	Define and plan information searches	use ICT to identify where information is located	use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated	use ICT to plan an information search or generation of information, recognising some patterns within the information	use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information
	Locate, generate and access data and information	use icons to locate or generate required information	locate information from a given set of digital sources	locate, retrieve or generate information from a range of digital sources	locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways
	Select and evaluate data and information	explain how located data or information was used	explain the usefulness of located data or information	explain why located data or information was selected	assess the suitability of data or information using a range of appropriate given criteria
Creating with ICT	Generate ideas, plans and processes	use ICT to follow or contribute to a simple plan for a solution	use ICT to prepare simple plans to find solutions or answers to questions	use ICT to generate ideas and plan solutions	use ICT effectively to record ideas, represent thinking and plan solutions
	Generate solutions to challenges and learning area tasks	use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes	experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes	create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes	independently or collaboratively create and modify digital solutions, creative outputs or data representation /transformation for particular audiences and purposes
Communicating with ICT	Collaborate, share and exchange	use purposefully selected ICT tools safely to view information shared by trusted adults	use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	use appropriate ICT tools safely to share and exchange information with appropriate known audiences	select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others
	Understand computer mediated communications	understand that messages are recorded, viewed or sent in computer mediated communications for others to receive	understand that computer mediated communications may be received later by the receiver	understand that computer mediated communications are directed to an audience for a purpose	understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications
Using ICT	Select and use hardware	identify and safely operate ICT systems to complete relevant simple specified	identify and safely operate a selected range of appropriate devices, software, functions and	identify and independently operate a range of devices, software, functions and commands, taking into consideration	select from, and safely operate, a range of devices to undertake specific tasks and use

Inquiring, identifying, exploring and organising information and ideas	Pose questions	pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	p a
	Identify and clarify information and ideas	identify and describe familiar information and ideas during a discussion or investigation	identify and explore information and ideas from source materials	identify main ideas and select and clarify information from a range of sources	identify and clarify relevant information and prioritise ideas	cl o is
	Organise and process information	gather similar information or depictions from given sources	organise information based on similar or relevant ideas from several sources	collect, compare and categorise facts and opinions found in a widening range of sources	analyse, condense and combine relevant information from multiple sources	cr e va
Generating ideas, possibilities and actions	Imagine possibilities and connect ideas	use imagination to view or create things in new ways and connect two things that seem different	build on what they know to create ideas and possibilities in ways that are new to them	expand on known ideas to create new and imaginative combinations	combine ideas in a variety of ways and from a range of sources to create new possibilities	d ic g
	Consider alternatives	suggest alternative and creative ways to approach a given situation or task	identify and compare creative ideas to think broadly about a given situation or problem	explore situations using creative thinking strategies to propose a range of alternatives	identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	g s w
	Seek solutions and put these in action	predict what might happen in a given situation and when putting ideas into action	investigate options and predict possible outcomes when putting ideas into action	experiment with a range of options when seeking solutions and putting ideas into action	assess and test options to identify the most effective solution and to put ideas into action	p cc a
Reflecting on thinking and processes	Think about thinking (metacognition)	describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	a ir
	Reflect on process	identify the main elements of the steps in a thinking process	outline the details and sequence in a whole task and separate it into workable parts	identify pertinent information in an investigation and separate into smaller parts or ideas	identify and justify the thinking behind choices they have made	e cl st
	Transfer knowledge into new contexts	connect information from one setting to another and identify new meaning	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context	ju tr d
Synthesising and reasoning and procedures	Apply logic and reasoning	identify the thinking used to solve problems in given situations	identify reasoning used in choices or actions in specific situations	identify and apply appropriate reasoning and thinking strategies for particular outcomes	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	ic e
	Draw conclusions and design a course of action	share their thinking about possible courses of action	identify alternative courses of action or possible conclusions when presented with new	draw on prior knowledge and use evidence when choosing a course of action or drawing a	scrutinise ideas or concepts, test conclusions and modify actions when designing a course of	d d tc

Self-awareness	Recognise personal qualities and achievements	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence the qualities and strengths have on learning outcomes
	Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning habits
	Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, self-responding to feedback from others, and assist them in consolidating learning by addressing weaknesses and developing their potential
Self-management	Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and performance
	Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence learning; self-regulate; devise and monitor own behaviour to meet learning goals
	Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative, and taking initiative so where appropriate
	Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and follow them to assist in the completion of tasks and the maintenance of safety
Social awareness	Appreciate diverse perspectives	show an awareness for the feelings, needs and interests of others	acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication can differ within and between communities and identify the role these play in supporting or hindering understanding
	Contribute to civil society	respond to the feelings, needs and interests of others	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need and consider ways to take action to address it
	Understand relationships		explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and managing these
management	Communicate effectively		identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication situations
	Work collaboratively		share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and suggest improvements; use these for group investigations
	Make decisions		identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the consequences of these in making their own decisions

Understanding ethical concepts and issues	Recognise ethical concepts	identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	concepts such as truth, justice that contribute to the achievement of a particular outcome
	Explore ethical concepts in context	describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes ethically better or worse outcomes and how it is accomplished
Reasoning in decision making and actions	Reason and make ethical decisions	identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of positions on a social issue
	Consider consequences	identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios
	Reflect on ethical action	identify and describe the influence of factors such as wants and needs on people's actions	give examples of how understanding situations can influence the way people act	consider whether having a conscience leads to ways of acting ethically in different scenarios	articulate a range of possible responses to situations in various social contexts
Values, rights and responsibilities	Examine values	identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities
	Explore rights and responsibilities	share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media

Recognising culture and respect	Investigate culture and cultural identity	share ideas about self and belonging with peers	groups to which they belong and the ways people act and communicate within them	identify and describe variability within and across cultural groups	that culture and language in shaping group and national identities
	Explore and compare cultural knowledge, beliefs and practices	identify, explore and compare culturally diverse activities and objects	describe and compare the way they live with people in other places or times	describe and compare a range of cultural stories, events and artefacts	describe and compare their knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom
	Develop respect for cultural diversity	discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers in Australia and the Asia-Pacific region
Interacting and empathising with others	Communicate across cultures	recognise that people use different languages to communicate	describe how the use of words and body language in interactions may have different meanings for various cultural groups	recognise there are similarities and differences in the ways people communicate, both within and across cultural groups	identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding
	Consider and develop multiple perspectives	express their opinions and listen to the opinions of others in given situations	express their own perspectives on familiar topics and texts, and identify the perspectives of others	identify and describe shared perspectives within and across various cultural groups	explain perspectives that contribute to expand their understanding of an issue
	Empathise with others	imagine and describe their own feelings if they were put in someone else's place	imagine and describe the feelings of others in familiar situations	imagine and describe the feelings of others in a range of contexts	imagine and describe the situations of others in local, national and global contexts
Intercultural experiences and taking responsibility	Reflect on intercultural experiences	identify and describe memorable intercultural experiences	identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain what and how they have learnt from a wide range of intercultural interactions and experiences
	Challenge stereotypes and prejudices	identify examples of the acceptance and inclusion of others in given situations	discuss the effects of acceptance and inclusion in familiar situations	explain the dangers of making generalisations about individuals and groups	explain the impact of stereotypes and prejudices on individuals and groups in Australia