

Years P–2 Literacy Indicators

		In Prep, children:	In Year 1, children:	In Year 2, children:
		Listening and Speaking, Prep: LS P	LS 1	LS 2
Comprehending texts through listening; Composing texts through speaking	Text knowledge	i. Demonstrate understanding by approximating structures and features of spoken texts	i. Identify and use modelled spoken texts for familiar audiences and understand that the purposes and structures are linked in predictable ways	i. Identify and use spoken text structures for familiar and some new audiences and recognise that structures help the text to serve its purpose
		ii. Speak to express needs, likes and dislikes, get things done, share ideas, describe understandings, respond to questions, explain ideas or experiences, get information, compose greetings and farewells	ii. Speak to organise self or others, initiate topics, explain reasoning, respond to texts, present opinions, describe and make observations and predictions	ii. Speak clearly in group discussions to extend ideas, share information and opinions, reflect on texts, describe, compare and classify
		iii. Respond to prompts to use social conventions and agreed protocols in conversations and supported situations	iii. Use social conventions, agreed protocols and appropriate formal and informal terms of address in conversations and familiar settings	iii. Identify and use social conventions and agreed protocols independently in familiar group settings
		iv. Respond to prompts to: <ul style="list-style-type: none"> sequence an informal presentation on a familiar topic for a familiar audience maintain topic and sequence 	iv. Plan and deliver spoken presentations on familiar topics for a familiar audience by: <ul style="list-style-type: none"> selecting and organising ideas collecting and determining a place for visual resources using some introduced text structures, e.g. opening statements 	iv. Plan, rehearse and deliver spoken presentations specific to learning areas by: <ul style="list-style-type: none"> adding supporting details using notes based on a modelled structure incorporating visual and multimodal features
	Comprehension	v. Demonstrate listening and understanding by: <ul style="list-style-type: none"> retelling literal information asking questions to clarify following one- or two-step instructions in routine situations responding appropriately when interpreting non-verbal cues in informal and structured classroom situations 	v. Demonstrate listening and understanding by: <ul style="list-style-type: none"> identifying and restating information expressing opinions making inferences from literal information following one- and two-step instructions 	v. Demonstrate listening and understanding by: <ul style="list-style-type: none"> identifying main ideas and supporting details recounting events or processes in appropriate sequence following instructions to undertake learning tasks asking questions to seek more detail and clarify ideas responding to specific non-verbal cues, e.g. change in tone, pace, volume, pitch
		Grammar knowledge	vi. Use words or word groups within simple sentence structures when: <ul style="list-style-type: none"> asking modelled questions to seek permission or assistance and find out more information using commands to give simple instructions making statements based on personal experience to express feelings and opinions, give information, answer questions and initiate conversations 	vi. Use words or word groups within different sentence structures when: <ul style="list-style-type: none"> asking questions to confirm meanings and contribute to discussions using commands to give instructions making statements to respond to and explain ideas related to the topic, identify feelings and describe changes
	vii. Use subject–verb agreement in simple past tense		vii. Distinguish between past and present tense	vii. Maintain appropriate tense and consistent subject–verb agreement
	viii. Use pronouns to refer to self and others		viii. Use correct nouns and pronouns to refer to people, places and things	viii. Use common, proper and abstract nouns (referring to ideas, states or qualities)
	ix. Use conjunctions to join simple sentences, e.g. and, but		ix. Use conjunctions, repetition and topic vocabulary to maintain cohesion (relationships that bind different parts of a text together and give it unity)	ix. Use synonyms, antonyms, connectives, repetition and word associations to maintain cohesion
	Word knowledge		x. Recognise rhymes, syllables and phonemes (the smallest unit of sound in a word) in spoken words	x. Manipulate sounds, including phoneme deletion and substitution, in spoken words
		xi. Interpret and use familiar and new vocabulary related to personal and school contexts to label and describe	xi. Interpret and use familiar vocabulary and new topic vocabulary drawn from learning experiences to categorise and explain	xi. Interpret and use vocabulary drawn from learning experiences to add detail, define and link ideas and experiment with selecting words to clarify meaning

		In Prep, children:	In Year 1, children:	In Year 2, children:
Comprehending texts through viewing and reading		Viewing and Reading, Prep: VR P	VR 1	VR 2
	Text knowledge	i. Suggest a purpose for viewing and reading and select learning area texts to meet this purpose	i. Identify personal, social or learning purposes for viewing and reading learning area texts	i. Identify a purpose for viewing and reading learning area texts and give reasons for selections
		ii. View and read familiar, predictable written, visual and multimodal learning area texts (texts which are easily navigated and contain highly regular features such as familiar content, a high degree of repetition, consistent placement of text and visual features, simple sentences and familiar vocabulary)	ii. View and read written, visual and multimodal learning area texts, including less predictable texts with familiar structures	ii. View and read written, visual and multimodal learning area texts
	Comprehension	iii. Use text-processing strategies (strategies readers use to decode a text) before, during and after viewing and reading, including: <ul style="list-style-type: none"> making connections to personal experiences and content predicting from visual features, cover and title predicting and confirming ideas during individual or shared reading 	iii. Use text-processing strategies before, during and after viewing and reading, including: <ul style="list-style-type: none"> predicting and confirming the topic, visual features and structure using knowledge of word order in simple sentences reading on and re-reading to make meaning 	iii. Use text-processing strategies before, during and after viewing and reading, including: <ul style="list-style-type: none"> using knowledge of text types that organise ideas, including cause and effect using knowledge of key words questioning and crosschecking the text using knowledge of word order in compound sentences
		iv. Show understanding of predictable texts by demonstrating: <ul style="list-style-type: none"> knowledge of print concepts, including reading from front to back of a book, using left-to-right progression, working from the top to the bottom of the text online recalling and retelling some information or key ideas from a shared text making simple inferences from visual, print and audio features making simple comparisons to other texts and identifying differences 	iv. Show understanding of independently viewed and read supportive texts (texts which have logical connections, relate to personal experiences, use natural or first language and are engaging) by: <ul style="list-style-type: none"> using page numbering, tables of contents, headings and titles, navigation buttons, bars and links recalling and locating literal information and key ideas retelling events in appropriate sequence to summarise making inferences from visual, print and audio features 	iv. Show understanding of independently viewed and read texts, including multimodal texts, by: <ul style="list-style-type: none"> using page and screen layout, diagram, alphabetical order and menu bars to aid text navigation summarising ideas and information interpreting visual, print and audio features and how they clarify and extend information making obvious inferences from implied ideas and information
	Grammar knowledge	v. Make meaning by interpreting simple conjunctions within texts	v. Make meaning by interpreting conjunctions, topic vocabulary and repetition to link ideas and information in closely located sentences	v. Make meaning by interpreting words that add information to link ideas
		vi. Track pronoun to the noun it refers to where they are located in the same sentence	vi. Track pronoun to the noun it refers to where they are located in the same or next sentence	vi. Track pronoun to the noun it refers to where they are closely located in the text
	Word knowledge	vii. Independently read and understand, to develop fluency: <ul style="list-style-type: none"> predictable learning area texts, practising phrasing (chunking text into appropriate phrases) a small number of high-frequency sight words and personally significant words, including words and symbols from familiar texts 	vii. Independently read and understand, to develop fluency: <ul style="list-style-type: none"> supportive learning area texts with increasing demonstrations of phrasing a range of high-frequency sight words with automaticity words of personal significance in school and other contexts 	vii. Independently read and understand, with phrasing and fluency: <ul style="list-style-type: none"> a range of high-frequency sight words with automaticity familiar learning area vocabulary common irregular words
		viii. Decode words using: <ul style="list-style-type: none"> semantic cues, including morphemes (smallest units of meaning), familiar words and phrases, connections to prior knowledge of oral and written language grammatical cues, including familiar word order and language patterns phonic cues, including segmented individual sounds, sound-letter relationships for initial and final sounds and consonant blends, onset and rime (the separate sounds in a syllable or in a one-syllable word) and familiar words within words 	viii. Decode words using: <ul style="list-style-type: none"> semantic cues, including sentences and visual features, drawing on prior knowledge of oral and written language grammatical cues, including word order, language patterns and punctuation phonic cues, including blended and segmented individual sounds in words, sound-letter relationships for initial, medial (middle) and final sounds and words within words 	viii. Decode words using and combining cuing systems, including: <ul style="list-style-type: none"> semantic cues such as prefixes and suffixes, base words, phrases, sentences and visual features grammatical cues phonic cues such as syllables, vowel patterns, consonant digraphs and three-letter blends
	Visual knowledge	ix. Identify visual features that represent people, places, events and things	ix. Describe how visual features contribute to meaning	ix. Compare and describe how visual features add to or contradict information or enhance the meaning of words in the text

	In Prep, children:	In Year 1, children:	In Year 2, children:	
	Writing and Creating, Prep: WC P	WC 1	WC 2	
Text knowledge	i. Suggest purposes for writing and creating	i. Identify the purpose and topic for writing and creating a small range of learning area texts for familiar and some new audiences	i. Identify the purpose, audience and topic for writing and creating a small range of learning area texts for familiar and new audiences	
	ii. Write and create short texts to explore, record, respond and report ideas and events	ii. Write and create modelled texts to: <ul style="list-style-type: none"> describe, recount, instruct and respond to topic information express feelings and ideas 	ii. Write and create texts to: <ul style="list-style-type: none"> report, plan and reflect on topic information express opinions represent ideas and relationships 	
	iii. Re-read own texts for logical structure immediately after writing	iii. Re-read texts for meaning	iii. Re-read texts for meaning and structure	
Grammar knowledge	iv. Plan and organise writing during shared discussions, using modelled structures and drawing	iv. Plan and organise writing using discussion, resources and activities to organise ideas	iv. Plan using modelled questions, prepared charts and tables	
	v. Compose using modelled texts, demonstrating: <ul style="list-style-type: none"> concepts of print, including left-to-right directionality and understanding that words and groups of words make meaning understanding of the purpose of visual features editing for spelling, capital letters and full stops 	v. Compose modelled texts demonstrating: <ul style="list-style-type: none"> knowledge of familiar structures and features of texts, using mostly spoken language editing for spelling, sentence boundaries and capital letters, including for proper nouns 	v. Compose short texts using: <ul style="list-style-type: none"> knowledge of structures and features of texts known topic information visual features to express ideas and extend information editing and displayed charts for spelling and punctuation 	
	vi. Write simple sentences (sentences that contain a subject and a verb) with spaces between words	vi. Write sentences, including statements, questions and commands, using correct structure	vi. Write simple sentences and compound sentences (consisting of two or more clauses joined by coordinating conjunctions) using correct structure	
		vii. Use subject–verb agreement to maintain past tense	vii. Use consistent subject–verb agreement to maintain past and present tense	
		viii. Use conjunctions to join simple sentences, e.g. and, but	viii. Use coordinating conjunctions (words that link phrases and clauses in such a way that the elements have equal status in meaning), synonyms, antonyms, repeated words and topic vocabulary to link ideas and make connections	
		ix. Use simple noun groups/phrases, including common and proper nouns	ix. Use: <ul style="list-style-type: none"> common, proper and abstract nouns (referring to ideas, states or qualities) noun groups/phrases and adjectives to expand meaning verbs and adverbs to enhance the quality of writing phrases to indicate time and place 	
		x. Select pronoun to refer to the correct noun in a sentence	x. Select pronoun to refer to the correct noun where they are closely located in the text	
		vii. Write about topics of interest that reflect personal experiences	xi. Maintain a topic when writing, e.g. by using repeated topic vocabulary	xi. Select and sequence events and ideas, maintaining cohesion
		viii. Use: <ul style="list-style-type: none"> capital letters to begin words and sentences full stops to signal the end of sentences other punctuation 	xii. Use: <ul style="list-style-type: none"> capital letters, including for proper nouns and full stops approximations of placement for question and exclamation marks 	xii. Use: <ul style="list-style-type: none"> capital letters and full stops accurately question and exclamation marks commas to separate items quotation marks for direct speech
		ix. Know and use: <ul style="list-style-type: none"> some high-frequency sight words personally significant words 	xiii. Spell: <ul style="list-style-type: none"> high-frequency sight words and familiar words correctly consonant–vowel–consonant words words containing known base words and word endings 	xiii. Spell high-frequency sight words, familiar words and topic vocabulary correctly
Word knowledge	x. Identify phonemes and prominent sounds in words and use onset and rime (the separate sounds in a syllable or in a one-syllable word) to spell words	xiv. Spell unfamiliar words using: <ul style="list-style-type: none"> phonological knowledge and sound–symbol relationships short vowels and simple long-vowel patterns by listening for rhyming patterns regular spelling patterns, including common vowel and consonant digraphs and consonant blends common letter clusters and morphemes in word families analogies and connections with known words 	xiv. Spell unfamiliar words using: <ul style="list-style-type: none"> morphemes (the smallest meaningful or grammatical unit in language) regular spelling patterns including blends, short-vowel digraphs (two vowels that represent a single sound), common long-vowel patterns and final soft consonants common prefixes and suffixes syllabification, including two-syllable words with inflectional endings 	
	xi. Spell by selecting and copying words from the environment or personal word lists	xv. Confirm spelling, word meaning or choice of word using a personal dictionary, word lists or the environment	xv. Confirm spelling, word meaning or choice of word using a dictionary or other authoritative sources	
	xii. Use familiar vocabulary related to everyday experiences, personal interests and learning experiences	xvi. Use familiar and some new vocabulary to describe and express feelings and ideas	xvi. Use new vocabulary to express opinions, elaborate ideas, compare and evaluate	
Visual knowledge	xiii. Use visual features to represent people, places and things	xvii. Use visual features to represent ideas and relationships in multimodal texts	xvii. Use visual features including illustrations and diagrams to clarify and extend written information in print and digital texts, e.g. maps, data displays, colour and font	