Western Australian Curriculum

English

Scope and sequence | Pre-primary–Year 2

Revised curriculum | For familiarisation in 2024

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Contents

Overview

The Western Australian Curriculum: English was adopted from the Australian Curriculum Version 8.1.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the review of the Australian Curriculum for English in 2021-2022 and this is reflected in the endorsed Australian Curriculum version 9.

The revised Western Australian Curriculum: English is adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

A separate Scope and sequence document has been developed to show the revised content across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

This Scope and sequence shows the revised content for the phase of learning: Pre-primary–Year 2.

Strand: Language

Sub-strand: Language for interacting with others

Pre-primary	Year 1	Year 2
Explore how language is used differently at home, in school and in communities depending on the relationships between people For example: • interacting with adults and peers in a range of situations, such as play, role play and partner, group and whole class activities, to experiment with language • using the home languages of the diverse cultures represented to explore how languages build social and personal connection, such as greetings and songs	Explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands For example: • asking and answering questions in planned and unplanned discussions and conversations • identifying emotions expressed in film or picture books and discussing what the characters may be feeling or thinking	Investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions For example: • exploring culturally appropriate greetings or conventions from different home languages • interacting with local or visiting Aboriginal and Torres Strait Islander People through greetings and culturally appropriate conventions
Explore different ways of using language to express opinions, likes and dislikes For example: • participating in informal discussions during the day about their interests and curiosities • using connecting words, such as *when* and *but*, when exploring the language of opinion • experimenting with comparative language, such as *good, better, best*	Explore language to provide reasons for likes, dislikes and preferences For example: • using conjunctions, such as *because*, when giving reasons • communicating and experimenting with words to express likes and dislikes, such as *fabulous, excellent, terrible, awful* • using adjectives and intensifiers, such as *really like, like very much, extremely angry*	Explore how language can be used for appreciating texts and providing reasons for preferences For example: • using verbs to describe a range of responses to a text, such as *prefer, enjoy* • experimenting with conjunctions, such as *since, although, except for* to explain their response

Sub-strand: Text structure, organisation and features

Pre-primary	Year 1	Year 2
Understand that texts can take many forms, such as signs, books and digital texts For example: • exploring different text forms and engaging with their features, such as commenting on the purpose of a sign or discussing a photograph in an informative book • explore how different texts affect an audience, and can prompt emotional reactions, such as picture books can be shared for enjoyment	Explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain For example: • the sequence of events in recounts • headings, images and diagrams in multimodal texts • opening, plot development and ending in narratives • following a written or multimodal recipe to participate in a shared activity, such as exploring the purpose of the headings in a recipe	Explore how texts across learning areas are organised differently and use language features depending on purposes For example: • locating information using the sub-headings in a non-fiction text • identifying language features in texts, such as action verbs in a procedural text • co-constructing a response to a performance from The Arts using a familiar format
Recognise that some language in written texts is unlike everyday spoken language For example: • knowing words and phrases like *Once upon a time, said the boy* and *the end* that are commonly used in stories but are not typically used in everyday language • identifying some subject-specific language in informative texts • exploring repetition and rhyme in texts	Explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs For example: • experimenting with repeated patterns, such as *In the dark, dark woods …*, when constructing texts	Understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred For example: • replacing repeated nouns with pronouns, such as in Jack was hungry. ~~Jack~~ He bought some magic beans but ~~Jack's~~ his mother threw ~~the beans~~ them out. • omitting words in a sentence, such as I thought my cat was hungry but he was not ~~hungry~~.
Explore conventions of print and screen, including how books and simple digital texts are usually organised	Explore how print and digital texts are organised using features such as page numbers, tables of content, headings and titles, navigation buttons, swipe	Navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links

Pre-primary	Year 1	Year 2
For example: • identifying English text direction of left to right and top to bottom • developing print awareness by exploring the ways words and images are placed in texts • using navigation features to read a digital text, such as using the scroll bar to continue viewing a text on a website	screens, verbal commands, links and images	

Sub-strand: Language for expressing and developing ideas

Pre-primary	Year 1	Year 2
Recognise that sentences are key units for expressing ideas For example: • exploring how oral sentences express meaning, such as in questions or statements • exploring how sentences in written texts contain a full idea and make sense • responding to who, when, what and where questions to add information to sentences when needed	Understand that a simple sentence consists of a single independent clause representing a single event or idea For example: • identifying the subject and verb in clauses, such as *the seagulls (subject) were flying (verb)* • responding to prompts to generate sentences that contain a subject and verb	Understand that connections can be made between ideas by using a compound sentence with two or more independent clauses usually linked by a coordinating conjunction For example: • identifying and using the coordinating conjunctions found in compound sentences: *for*, *and*, *nor*, *but*, *or*, *yet*, *so* • sorting sentences into simple and compound sentences
Recognise that sentences are made up of groups of words that work together in particular ways to make meaning For example: • communicating the ideas represented in sentences, such as identifying that the sentence *The cat ate its dinner* is about a *cat* that *ate*	Understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) For example: • identifying nouns and verbs in simple sentences • experimenting with the use of adverbs to enhance sentences • sorting words into categories such as noun, adjective, verb	Understand that, in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups For example: • adding words to nouns to make a noun group, such as changing the noun *cat* into a noun group, *one (article) very old, lazy (adjectives) cat* • adding words to verbs to make a verb group, such as changing *walked* into *walked along the road slowly*
Explore the contribution of images and words to meaning in stories and informative texts For example: • interacting with images in picture books, short films and other multimodal texts and discussing	Compare how images in different types of texts contribute to meaning For example: • interacting with and compare images in picture books, short films or other multimodal texts	Understand that images add to or multiply the meanings of a text For example: • discussing detail that is included in the images but not present in the words

Pre-primary	Year 1	Year 2
what they are communicating to the reader or why they were included	• discussing the meaning of complementary images or diagrams in a range of informative and imaginative texts	• identifying and describing the way images are used to expand meaning, such as a character's facial expression to communicate emotion, or graphs, diagrams and maps to communicate facts and details
Recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school	Recognise the vocabulary in everyday contexts as well as learning area topics	Experiment with and begin to make conscious choices of vocabulary to suit the topic, situation or context
Identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end For example: • sorting letters into upper- and lower-case • identifying full stops, question marks and exclamation marks in texts and experimenting with their use when writing	Understand that written language uses punctuation, such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns For example: • identifying a range of punctuation marks when reading and beginning to use them to guide expression, such as using a question intonation • writing their own name and those of some familiar places starting with a capital letter	Recognise that capital letters are used in titles and commas are used to separate items in lists For example: • identifying the separate items in a list as indicated by the commas, such as *peas, beans, carrots and pumpkin* • make use of capital letters in titles of proper nouns to help make meaning in texts

Sub-strand: Phonic and word knowledge

Pre-primary	Year 1	Year 2
Recognise and generate rhyming words, alliteration patterns, syllables and sounds (phonemes) in spoken words (phonological awareness)	Segment words into separate phonemes (sounds) including consonant blends or clusters at the beginnings and ends of words (phonological	Manipulate more complex sounds in spoken words and use knowledge of blending, segmenting, phoneme deletion and phoneme substitution to read

Pre-primary	Year 1	Year 2

For example:
• listening for, identifying and generating rhyming pairs, such as *funny/money*
• using alliteration, such as *happy Harry*, to explore phonemes
	awareness)
	For example:
	• breaking spoken words into their individual phonemes, such as p-o-t, sh-o-t, th-r-ow, b-e-n-d, br-a-n-d
		and write words
		For example:
		• blending and segmenting spoken words to:
		  ▪ identify the phonemes in spoken words, such as *proud, scratch and stick*
		  ▪ delete initial phonemes, such as *<s>* in *snail*
		• substitute final sounds, such as the *<g>* in *flag* for *<t>*

Segment sentences into individual words and orally blend and segment single-syllable spoken words; isolate, blend and manipulate phonemes in single-syllable words (phonological awareness) For example: • clapping and counting the words in sentences • orally segment and blend words, such as *mat*, *ship, with, truck* • identifying, deleting or substituting beginning, medial and final sounds in single-syllable words, such as *hot – pot, hot – hit, hot – hop*	Orally manipulate phonemes in spoken words by addition, deletion and substitution of initial, medial and final phonemes to generate new words (phonological awareness) For example: • generating new words, such as *spot* – deleting the *<s>* to make *pot*, changing the *<o>* in *pot* to *<e>* to make *pet*, changing the *<t>* in *pet* to *<n>* to make *pen*	• No content

Recognise and name all upper- and lower-case letters (graphs) and know the most common sound that each letter represents
For example:
• exploring phoneme–grapheme correspondences discovered in meaningful contexts, such as shared reading or in environmental print
• identifying and recalling phoneme–grapheme
	Use short vowels, common long vowels, consonant blends and digraphs to write words, and blend these to read one- and two-syllable words
	For example:
	• blending, segmenting, reading and writing one- and two-syllable words that
	  ▪ contain short vowels in the medial position: *a, e, i, o, u*
		Use phoneme–grapheme (sound–letter) relationships and patterns, when blending and segmenting to read and write words of one or more syllables
		For example:
		• reading and writing words that contain:
		  ▪ less common long vowel patterns, such as *<ey> they, <eigh> eight, <ea> break, <ie> chief, <y> funny, <igh> right,<o> cold, <oe>*

Pre-primary	Year 1	Year 2
correspondences, such as ■ common initial sounds (phonemes) ■ common consonant digraphs, such as *sh, ch, th/th* (voiced/unvoiced) ■ common phoneme–grapheme correspondences, such as when <*s*> makes the [*z*] sound in the final position in words such *as is, was, his* ■ short vowel sounds (a, e, i, o, u) presented early in the sequence to combine with consonants	■ have common long vowels, such as *a_e, ai, ay, ea, ee, e* (me), *i_e, y* (my), *o_e, oa, u_e* ■ start with common consonant blends (clusters), such as *bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sl, sr, st, tr* ■ end with common blends (clusters), such as *st, ld, nd, lf, nt* ■ start with consonant digraphs, such as *wh, ph* ■ end with consonant digraphs, such as *ck, ng, ff, ll, ss, zz*	*toe,* <*ow*> *flow,* <*ew*> *new* ■ r-controlled vowels, such as <*ar*> *star,* <*er*> *herd,* <*ir*> *bird,* <*ur*> *fur* ■ diphthongs, such as <*oi*> *boil,* <*ow*> *now,* <*oy*> *boy* ■ consonant clusters, such as *qu, spl, str, spr, tw, gh, tch* ● blending and segmenting phonemes in words, such as *cloudy* or *brother*, as a decoding or encoding strategy ■ decoding or encoding using onset and rime (initial phoneme substitution or rime substitution)
Write consonant–vowel–consonant (CVC) words by representing sounds with the appropriate letters, and blend sounds associated with letters when reading CVC words	Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound For example: ● identifying letters that represent a sound different to its common grapheme-phoneme correspondence, such as that <*c*> can also make an [*s*] sound as in circus or cent or that <*s*> at the end of words, such as *is, was* and *his*, is pronounced as [*z*] ● recognising that sometimes <*y*> can be a substitute vowel, such as in *why* or *happy*	Understand that a sound can be represented by various letter combinations For example: ● identifying that *ee, ea, y* and *ie* can all make a long [*e*] sound ● recognising that the sound [*s*] can be represented with various letter combinations, such as *s, c, ce,* and *ss* ● know that children with the same name may spell their names differently, such as *Amy/Aimee, Mark/Marc*

Pre-primary	Year 1	Year 2

Use knowledge of letters and sounds to spell words
For example:
• using knowledge of letter names when spelling words such as *mi* (my) and *hape* (happy)
• using knowledge of sounds to spell words, such as *yuung* (young) and *workt* (walked)
	Spell one- and two-syllable words with common letter patterns
	For example:
	• spelling CVC, CVCC, CCVC, CCVCC and CVVC words with common letter patterns, including spelling words that contain common r-controlled vowels, such as *<ar>* far, and common diphthongs, such as *<ow> cow, <ou> house*
	• when writing, draw on a range of strategies and resources to spell words with common letter patterns
		Use phoneme–grapheme (sound–letter/s) matches, including vowel digraphs, less common long vowel patterns, consonant clusters and silent letters, when reading and writing words of one or more syllables, including compound words
		For example:
		• reading and writing words of more than one syllable with:
		  ▪ vowel digraphs, such as *ee, oo, ai, ay, ey, ea, au, oi, ou, ow, ui*
		  ▪ less common long vowel patterns, such as *<igh>, <ie> chief*
		  ▪ consonant clusters, such as *tch, spl, scr, ph, tw, gh*
		  ▪ silent letters, such as *<k> know, <g> gnome, <t> whistle, <h> hour, <l> walk*
		• reading and writing compound words, such as *motorcycle, whiteboard, rainbow, breakfast*

Read and write some high-frequency words and other familiar words For example: • reading and writing familiar words, such as names or environmental words • reading and writing frequently occurring words such as *a, and, for, he, in, is, it, of, that, the, to, was, you*	Read and write an increasing number of high-frequency words For example: • reading high-frequency words encountered in texts read independently • drawing on a range of sources to write an increasing number of high-frequency words	Use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words For example: • using spelling patterns for words, such as *would/could/should* and *walk/chalk/talk* • spelling words using morphemic knowledge for words, such as *once, only, one, lonely* and *two,*

Pre-primary	Year 1	Year 2
		twelve, twenty, twin, twist
Explore how words are units of meaning and can be made of more than one meaningful part For example: • recognising when an <s> is added to a base word, such as ball, it makes a plural • exploring how <ed> indicates past tense when added to a word, such as *talk*, *talked* • recognise that an antonym of a word can be made by adding a prefix, such as in <un> in *unhappy*	Recognise and know how to use grammatical morphemes to create word families For example: • adding suffixes to a base word to make grammatical word families, such as *jump, jumped, jumper, jumping* • categorising words	Build morphemic word families using knowledge of prefixes and suffixes For example: • recognising that a base word is a morpheme that holds meaning • building word families that are linked by meaning by adding prefixes and suffixes to base words, such as *cover, covers, covered, uncover, uncovered, uncovering, discover, discovered, discovering*

Strand: Literature

Sub-strand: Literature and contexts

Pre-primary	Year 1	Year 2
Share ideas about stories, poems and images in literature, reflecting on experiences that are similar or different to their own by engaging with texts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators For example: • listening to a literary text, such as a poem set in the Australian bush, and talking about connections to their own experiences • re-enacting scenarios of a favourite story, poem or experience in a role-play environment	Discuss how language and images are used to create characters, settings and events in literature by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors For example: • generating vocabulary to describe images from picture books or movies • listening to, viewing and reading a wide range of literary texts and identifying events that make them exciting, such as problems or unexpected happenings • describing interpretations of literary texts, such as images, characters, settings and events	Discuss how characters, events and settings are connected in literature created by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and illustrators For example: • discussing characters and their connection to country in Aboriginal and Torres Strait Islander stories • using information contained in literary texts to make predictions, such as viewing a setting and brainstorming the type of characters and events that may take place there

Sub-strand: Engaging with and responding to literature

Pre-primary	Year 1	Year 2
Respond to stories and share feelings and thoughts about their settings, events and characters For example: • sharing thoughts and ideas about a story, such as orally discussing favourite storybook characters or by drawing pictures of a favourite event	Discuss literary texts and share responses by making connections with children's own experiences For example: • listening to a text, such as a poem about families, and making connections to own experiences	Identify features of literary texts, such as characters, events and settings, and give reasons for personal preferences For example: • identify a favourite character giving reasons for that choice

Sub-strand: Examining literature

Pre-primary	Year 1	Year 2
Recognise different types of literary texts and identify features, including setting, events, characters, and beginnings and endings For example: • identifying and discussing features common to specific literary texts, such as real and imaginary characters who may be found in stories about the Australian bush, events that typically occur in fiction stories, such as fairytales, or typical beginnings and endings in fables or cultural stories	Discuss plot, character and setting in stories For example: • discussing personal thoughts about favourite characters, whether a setting is real or imagined, or how the problem in a story was resolved	Discuss the characters, settings and events of a range of texts and identify how language is used to present these features in different ways For example: • identifying and describing language features used in literary texts, such as the language used to describe a setting in a poem or the action verbs used to portray events in a story • exploring how language is used to portray similar characters across Aboriginal and Torres Strait Islander oral traditions
Explore and replicate the rhythms and sound patterns of literary texts, such as stories, poems, chants, rhymes and songs	Listen to, discuss and perform literary texts, including stories, poems, chants, rhymes and songs, and imitate and invent sound patterns, including alliteration and rhyme	Identify, reproduce and experiment with rhythmic sound and word patterns in literary texts, including stories, poems, chants, rhymes or songs

Sub-strand: Creating literature

Pre-primary	Year 1	Year 2
Retell and adapt literary texts through play and performance For example: • orally retelling or performing a story changing the characters, setting or order of events	Retell or adapt a story using plot and characters, language features including vocabulary, and structure of a familiar text through spoken texts, role-play, writing, drawing or digital tools For example:	Create and edit literary texts by adapting structures and language features of literary texts through drawing, writing, performance and digital tools For example: • adapting a well-known poem or story into a

Pre-primary	Year 1	Year 2
• participating in role-play to retell and adapt favourite texts	• participating in yarning circles that tell stories based on familiar texts • adapting a story to perform as a play	sequence of images

Strand: Literacy

Sub-strand: Texts in context

Pre-primary	Year 1	Year 2
Identify some familiar texts, such as stories and informative texts, and their purpose For example: • recognising how a non-fiction text contains information about the real world • identifying some texts in the environment and recognising their purpose, such as using a poster that explains how to wash your hands	Discuss different texts and identify some features that indicate their purposes For example: • identifying features of texts which are specific to the text type, such as the purpose of indexes in non-fiction texts, images that help make meaning in a story, or rhyme in a poem and how it helps readers remember the words	Identify how similar topics and information are presented in different types of texts For example: • exploring and identifying different features in texts of the same text type which vary in their organisation, such as different types of procedures • comparing two or more texts on a common topic

Sub-strand: Interacting with others

Pre-primary	Year 1	Year 2
Interact in informal and structured situations by listening while others speak, including turn-taking and using features of voice including volume levels	Use interaction skills, including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions	Use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions

Sub-strand: Analysing, interpreting, and evaluating

Pre-primary	Year 1	Year 2
Identify some differences between imaginative and informative texts For example: • recognising features that are imaginative in fiction texts and real-world information in informative texts, such as talking animals in stories compared to an animal encyclopedia • discussing language typical to a specific text type, such as *Once upon a time* in fairytales	Describe some similarities and differences between imaginative, informative and persuasive texts For example: • discussing and comparing different types of texts on a similar topic, such as illustrations in a fictional picture book about the Australian bush and diagrams in an informative text on the same topic	Identify the purpose and audience of imaginative, informative and persuasive texts For example: • describing the purpose and audience of some child-friendly advertisements
Read decodable and authentic texts using developing phonic and word knowledge, and monitor meaning using context and emerging grammatical knowledge For example: • using decoding knowledge to read regular VC and CVC words in phonic (decodable) readers • identifying some high-frequency words and other known words during shared and independent reading • developing strategies, such as pausing or asking for help, when needing to clarify a sound or word • beginning to use punctuation when reading, such as pausing at a full stop	Read decodable and authentic texts using developing phonic and word knowledge, phrasing and fluency, and monitor meaning using context and grammatical knowledge For example: • drawing on phonic knowledge to read regular CV, VC, CVC and CCVC and CVCC and CCCVC words in phonic (decodable) readers • use phonic and vocabulary knowledge to read some authentic texts, such as environmental print, shared and personally chosen texts • using strategies, such as self-monitoring for meaning, or re-reading when meaning breaks down • using punctuation, such as full stops and commas, to develop fluency and prosody	Read texts with phrasing and fluency combining phonic, word and grammatical knowledge, and monitor meaning using text processing strategies For example: • blending and segmenting new words using known letter patterns and phonic knowledge • reading high-frequency words with increasing automaticity to develop fluency • drawing on topic word knowledge to make meaning in informative texts • recognising a base word within a larger word to aid decoding • using knowledge of sentence structure, including punctuation and word order, to read with phrasing and fluency • drawing on personal knowledge and experiences to construct and monitor meaning

Pre-primary	Year 1	Year 2
Explore comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, to understand and discuss texts listened to, viewed or read For example: • previewing a text by looking at the images to activate prior knowledge • asking questions to clarify understanding of a text listened to or viewed • participating in 'think alouds' • summarising a story by recalling some key events in an oral story or film • visualising a character or setting when listening to a story or poem • making a connection to a setting in a text to predict what events may occur there	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning when listening, viewing and reading to build literal and inferred meaning in texts by drawing on vocabulary and growing knowledge of context and text structures For example: • previewing texts to draw on prior knowledge of text structure to help navigate the text • making connections to other texts to help build literal and inferred meaning • listening for and drawing on vocabulary, such as topic-specific words, to help summarise an informative text • monitoring understanding by participating in discussions and reflecting on other people's ideas about texts • visualising a character and/or setting using the author's descriptions to help build inferred meaning • searching for information to clarify questions or misunderstandings about the text	Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, when listening, viewing and reading to build literal and inferred meaning in a range of texts for different purposes For example: • making connections to own experiences to understand the motives or feelings of a character • making predictions about the type of characters who are likely to be in a text, such as a fable or Aboriginal tale • participating in conversations to share ideas, and ask and answer questions about texts • sharing the clues from the text when discussing inferences during shared reading • monitoring understanding by asking questions and/or checking information in another text

Sub-strand: Creating texts

Pre-primary	Year 1	Year 2
Create written and multimodal texts for a range of purposes such as: • to give a message • express an opinion • to send a greeting • recount an experience	Create, re-read and co-edit short written and/or multimodal texts to report on a topic, express an opinion, or recount a real or imagined event or experience, and use imagination to tell, retell or adapt a story, using grammatically correct simple sentences, some topic specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words For example: • creating written texts using words, punctuation and images for different purposes, such as a recount of a shared experience or an informative text about a favourite hobby	Plan, create and edit short imaginative, informative and persuasive written and/or multimodal texts for familiar audiences, using text structure appropriate to purpose, simple and compound sentences, noun groups and verb groups, topic-specific vocabulary, simple punctuation and correct spelling of some common two-syllable words For example: • creating a written text, selecting and including elements appropriate to purpose and audience, such as including diagrams and in an informative text and detailed descriptions in a narrative
Create and deliver short spoken texts to report ideas and events (real or imagined) to peers, using features such as appropriate voice modulation	Create and deliver short oral and/or multimodal presentations on personal and learnt topics, which include an opening, middle and concluding statement, some topic-specific vocabulary and appropriate gesture, volume and pace	Create, rehearse and deliver short oral and/or multimodal presentations to inform or tell stories for familiar audiences and purposes, using text structure appropriate to purpose and topic-specific vocabulary, and varying tone, volume and pace
Form most lower- and upper-case letters using learnt letter formations and correct starting points and directionality	Write words using unjoined lower- and upper-case letters	Write words legibly and with growing fluency using unjoined lower- and upper-case letters

Pre-primary	Year 1	Year 2
Explore the use of digital tools to create or add to a visual or spoken text For example: • using a camera or digital device to take a photo for a specific purpose • recording a spoken story or personal experience of choice onto a tablet	Explore features of familiar digital tools to create or add to texts For example: • experimenting with using the camera on a tablet to add an image to a text	Use features of digital tools to create or add to texts For example: • creating a story using a suitable app, such as Word or a story creator