



## English: Scope and sequence ABLEWA Stages A–D

Mode | Reading and Viewing

Language				
	Stage A	Stage B	Stage C	Stage D
<b>Text structure and organisation</b>	Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment	Recognise that texts can have many forms, can use images, objects and symbols	Recognise that texts and communication can take various forms including multimodal and picture book	Investigate different forms of texts and the relationship between symbols, images and objects
	Encounter books, print and digital texts and respond to images in the text	Recognise and attend to images in texts and on the screen	Know that successive pages or images in a book or on a screen present a story in sequence	Identify some of the features of text such as digital/screen layout or the features of a book cover
<b>Expressing and developing ideas</b>	Experience sentences being used to express ideas and information and responds to different words, sounds and noise	Know that an object has a name	Recognise that a group of words can communicate a message	Understand how to make a statement or ask a question
	Respond to words and groups of words and objects in texts and in the environment	Recognise an object when named, signed or shown in an image	Know how to use the connection between the object, its name, image or sign	Recognise how a group of words can represent an object or image
	Respond to images and words in texts	Recognise familiar objects and images in stories and informative texts	Recognise the use of images to represent an event, object or idea	Explore connection between words, objects and images in stories and informative texts

Language				
	Stage A	Stage B	Stage C	Stage D
<b>Phonics and word knowledge</b>	Encounter words and writing within the environment and respond to spoken words in familiar environments	Explore the concept of difference through matching letters, images, shapes and familiar words and sounds	Explore similarities and differences between letters by shape and size and match some letters with their name or sound	Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name
	React to preferred sounds	Reproduce sounds associated with familiar objects and names	Recognise different sounds and their connection to a word or image	Identify and make sounds associated with the beginning letter of words or images
Literature				
	Stage A	Stage B	Stage C	Stage D
<b>Literature and context</b>	React to texts, related to personal experience and familiar events	Respond to texts which reflect personal and family experiences	Recognise key events in texts which reflect personal and familiar experiences	Identify topic and key events in texts that reflect personal and familiar experiences
<b>Examining literature</b>	Experience and respond to different types of literary texts in various modes	Attend to features of literary texts such as images, rhyme and refrains	Identify characteristics of familiar literary texts including poetry	Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry
	Experience texts with different features, events and characters and respond to different literary texts	Recognise a familiar event or character during shared reading or viewing of text	Recognise familiar texts which share the same character or similar topic or event	Identify the characters, events and setting in a literary text

Literacy				
	Stage A	Stage B	Stage C	Stage D
<b>Texts in context</b>	Respond to texts within the everyday environment	Attend to texts that have a variety of contexts	Explore some familiar texts and images used in the community	Identify some familiar texts and their use in the community
<b>Interpreting, analysing, evaluating</b>	React to a range of texts including visual, audio and print text	Use images to obtain meaning from shared texts	Recognise that images, words and symbols convey meaning	Read a simple sentence or pictorial representation of a sentence
	Experience and respond to different forms of communication and texts being read or viewed	Attend to images while listening to and viewing texts	Use images within text to identify key objects and events	Use images to retell or comment on a familiar text listened to and viewed
	React to a variety of imaginative and informative texts	Attend to imaginative and informative texts including visual schedules in everyday experiences	Use simple visual schedules and selected imaginative and informative texts	Identify some familiar informative and imaginary texts

Achievement standard	
<b>Stage A</b>	By the end of Stage A, students react to a range of spoken, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They fleetingly maintain eye contact with a person or object. They enjoy reading material as it is being read/experienced, shown or told. They can track objects, people or images for a short period of time.
<b>Stage B</b>	By the end of Stage B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text.
<b>Stage C</b>	By the end of Stage C, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character or event in a familiar text using visual images from the text. They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. When reading, students move through a print text from front to back. They can comment or point to illustrations in reading material to predict the topic of the material. They use a key word to respond to questions about what is happening in a text. They can make a graphophonic identification of their own name. They can match letters and numbers, and identify some letters and numbers named by another.

### Achievement standard

**Stage D**

By the end of Stage D, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character and event in an imaginative text. They use visual images to identify the key topic or theme within an informative text. They understand familiar text by using images and communicate a short statement about the text. They can follow a simple pictorial timetable. They select their own reading material by looking at the picture on the cover. They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. They use illustrations to retell a story and answer simple questions about a story. They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. They identify some letters of the English alphabet and their associated sound. They retell a picture story they have selected using key words to describe each picture. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book.

## Mode | Writing and Creating

Language				
	Stage A	Stage B	Stage C	Stage D
<b>Text structure and organisation</b>	Respond to images, objects and the spoken word	Recognise the connection between an object, image and spoken word	Know that symbols, words and images can communicate needs	Understand that language can be represented as written text
	React to different sounds, and words, and respond to visual text	Recognise that text can be attached to images and recognise that people pause when talking and communicating	Know their written name (as a grapheme) and match the letters in their name	Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text
<b>Phonics and word knowledge</b>	Experience people writing, speaking and communicating using various modes	Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas	Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas	Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters
	React to familiar voices and preferred sounds	Recognise different sounds and words and their connection to objects and people	Know the beginning sounds (onset) of familiar words	Identify the onset of familiar words and some words that have the same rime
Literature				
	Stage A	Stage B	Stage C	Stage D
<b>Creating literature</b>	Encounter literature being created for various reasons and purposes and react to the retelling of a literary text	Select an image and illustration to represent a familiar literary text or recent event	Retell an event or familiar text through images and illustrations	Retell familiar text or event by sequencing images and simple statements

Literacy				
	Stage A	Stage B	Stage C	Stage D
<b>Creating texts</b>	React to the construction of text that reflects everyday events and activities	Select image to be used in a short text about a special event	Create simple texts by labelling images from an event with own 'writing'	Use symbols, letters and words to create a simple statement about an idea or event
	Respond to group text and personalised text being edited	Make simple choices during shared construction of personalised multimodal text	Review choices made during shared construction of personalised multimodal texts during shared review	Review own text and make changes during shared editing
	Encounter a variety of objects and textures and hold objects for a short period of time	Grasp and move objects within and between their hands	Trace patterns and letters	Copy and write letters, symbols and numbers
	React to software being used to construct texts that reflect everyday events and activities	Use software or applications to select images and sounds for shared texts	Use software or application by selecting images and typing to 'label' images	Use software or application by selecting images and suggesting simple sentences to accompany the image

Achievement standard	
<b>Stage A</b>	By the end of Stage A, when experiencing co-active writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand.
<b>Stage B</b>	By the end of Stage B, when writing, students can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making.
<b>Stage C</b>	By the end of Stage C, when writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook.

### Achievement standard

**Stage D**

By the end of Stage D, when writing, students produce 'text-like' writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing.

## Mode | Speaking and Listening

Language				
	Stage A	Stage B	Stage C	Stage D
<b>Language variation and change</b>	Use sounds and facial expressions to affect familiar others	Use sounds, gestures, images and facial expressions to communicate	Recognise that words, images and actions have the same meaning across environments	Understand that people communicate in different ways
<b>Language for interaction</b>	Respond to a familiar person and engage with them	Recognise ways to gain and maintain attention	Recognise ways to greet and interact with familiar people	Know how to greet and maintain a short interaction with others
	Explore how sound, facial expression and actions can cause a change	Demonstrate a number of ways to indicate a choice	Recognise different ways to communicate needs, likes and dislikes	Use different ways to express needs, likes and dislikes
<b>Expressing and developing ideas</b>	Respond to vocabulary used in everyday experiences	Recognise the connection between words, images, sounds and everyday objects	Use words and images to make a request, indicate a choice, recount information, and express a feeling	Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling
<b>Phonics and word knowledge</b>	Respond to different sounds and words used in everyday experiences	Connect sounds and words and match them to objects	Recognise the beginning sounds of familiar words	Identify the sounds within familiar words
	Encounter words being isolated into onset and rime	Copy a sound	Identify the initial sound of a single syllable word	Blend sounds to produce familiar single syllable words and identify words that have the same rime
Literature				
	Stage A	Stage B	Stage C	Stage D
<b>Responding to literature</b>	Respond to images, sounds or actions within a multimodal text	Identify a preferred text	Identify a preferred aspect of text, such as image, refrain within a multimodal text	Identify favourite texts topic and character
	Respond to texts listened to, viewed or read	Respond to familiar images or sounds during shared reading/viewing of texts	Identify a favourite character or event within a story	Express likes or dislikes about characters and events in a text



Literature				
	Stage A	Stage B	Stage C	Stage D
<b>Examining literature</b>	Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures	Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns	Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures	Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures
<b>Creating literature</b>	React to texts and familiar parts of a preferred text	Assist to modify a text by producing a sound, noise or using an object	Modify part of a refrain from a familiar text	Add to a familiar text
Literacy				
	Stage A	Stage B	Stage C	Stage D
<b>Interacting with others</b>	Respond to various types of communication	Listen to and respond to simple instructions	Listen to and respond to the communication from an adult in classroom situations	Listen and respond to communication of others in classroom situations and routines
	React to others sharing and delivering a presentation on a personally or culturally relevant event	Respond to a presentation on an everyday experience	Deliver some comment to a small group	Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics

Achievement standard	
<b>Stage A</b>	By the end of Stage A, students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. They respond to their name and to familiar items when named. Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. They recognise that their reaction can change others' behaviour. They can choose between objects, images and activities and accept or reject an object or activity. They withdraw attention if no longer interested in a topic of communication. Students attempt to imitate sounds. They have some consistent vocalisation and gestures in response to different people, activities and environments.
<b>Stage B</b>	By the end of Stage B, students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or 'yes' or 'no' responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are

Achievement standard	
	named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction.
<b>Stage C</b>	By the end of Stage C, students listen to and interact with others. They use particular greetings to acknowledge people, respond with ‘yes’, ‘no’ or single words to indicate understanding and use a few words and simple phrases. They can share their favourite items or experience with a small group of students and respond to questions about it. They express and record their wants and needs through a word, picture or symbol selection. They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They make a request by linking key words, signs and/or symbols in a meaningful context.
<b>Stage D</b>	By the end of Stage D, students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. They use simple phrases and simple sentences and sequence two key ideas. They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program.

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