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ABLEWA Stage D Test

ABLEWA Stage D

ABLEWA D stage description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and develop these as needed.

In Stage D, students communicate with known adults, teachers and peers. Students are provided with experiences that engage, support and extend their learning, including the use of pictorial representations or other marks to express and record their ideas.

Students communicate by using short oral statements or augmentative communication systems. Students listen and follow simple directions. They freely initiate greetings to fellow students, teachers and significant others. Students are learning to use basic social rules of communication including turn taking, and acknowledging and answering questions. They learn effective ways to seek and gain attention and comfort.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

The range of literary texts comprises Australian literature, including the oral narrative traditions and contemporary literature of Aboriginal and Torres Strait Islander peoples, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that engage, support and extend Stage D students as beginning readers to develop early reading behaviours and extend their understanding of written texts include high-interest, predictable texts with familiar events, recognisable characters, simple sequences of events and clear illustrations that strongly support the text, and informative texts that present ideas about familiar topics using simple sentences, known vocabulary and illustrations to strongly support the text.

Students create texts that record their experience and knowledge using a range of tools including computer, pictures and pencils.

Language

READING AND VIEWING

Literature

READING AND VIEWING

Literacy

READING AND VIEWING

Know that words can be spoken, written, signed and represented using symbols and communication devices [\(ACELA1430d\)](#)

Understand how to make a statement or ask a question [\(ACELA1435d\)](#)

Recognise how a group of words can represent an object or image [\(ACELA1434d\)](#)

Explore connection between words, objects and images in stories and informative texts [\(ACELA1786d\)](#)

Identify some of the features of text such as digital /screen layout or the features of a book cover [\(ACELA1433d\)](#)

Knowing that a letter can be the same but look different, for example capital and lower-case

Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry [\(ACELT1785d\)](#)

Identify topic and key events in texts that reflect personal and familiar experiences [\(ACELT1575d\)](#)

Identify the characters, events and setting in a literary text [\(ACELT1578d\)](#)

WRITING

Retell familiar text or event by sequencing images and simple statements [\(ACELT1580d\)](#)

SPEAKING AND LISTENING

Identify favourite texts topic and character [\(ACELT1577d\)](#)

Express likes or dislikes about characters and

Identify some familiar texts and their use in the community [\(ACELY1645d\)](#)

Identify familiar informative and imaginary texts [\(ACELY1648d\)](#)

Read a simple sentence or pictorial representation of a sentence [\(ACELY1649d\)](#)

Use images to retell or comment on a familiar text listened to and viewed [\(ACELY1650d\)](#)

WRITING

Use symbols, letters and words to create a simple statement about an idea or event [\(ACELY1651d\)](#)

Review own text and make changes during shared editing [\(ACELY1652d\)](#)

Copy and write letters, symbols and numbers [\(ACELY1653d\)](#)

letters [\(ACELA1440d\)](#)

WRITING

Understand that language can be represented as written text [\(ACELA1431d\)](#)

Use, communicate or articulate high frequency words and reproduce familiar sounds [\(ACELA1758d\)](#)

Copy own name and recognise some of the letters within it.

Understand that pausing is presented in written text as a full stop [\(ACELA1432d\)](#)

Identify the beginning sounds of familiar words and some words that sound the same [\(ACELA1438d\)](#)

SPEAKING AND LISTENING

Understand that people communicate in different

events in a text [\(ACELT1783d\)](#)

Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures [\(ACELT1579d\)](#)

Use software or application by selecting images and suggesting simple sentences to accompany the image [\(ACELY1654d\)](#)

SPEAKING AND LISTENING

Listen and respond to communication of others in classroom situations and routines [\(ACELY1646d\)](#)

Use turn taking, simple questions and other behaviours related to class discussions [\(ACELY1784d\)](#)

Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics [\(ACELY1647d\)](#)

ways [\(ACELA1426d\)](#)

Know how to greet and maintain a short interaction with others

[\(ACELA1428d\)](#)

Use different ways to express needs, likes and dislikes [\(ACELA1429d\)](#)

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

[\(ACELA1437d\)](#)

Identify the sounds within familiar words

[\(ACELA1439d\)](#)

Achievement standard

Reading and Viewing

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.

Writing

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.

Speaking and Listening

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, 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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