

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	5 L's of Active listening Introduction to a purposeful 'News' session Voice volume and projection when speaking to an audience Using hand to take turns to speak	5 L's of Active listening Introduction to a purposeful 'News' session Voice tone and pace when speaking to an audience Using hand to take turns to speak	5 L's of Active listening Introduction to a purposeful 'News' session Whole body language gestures and stance when speaking to an audience	5 L's of Active listening Introduction to a purposeful 'News' session Variety of voice and whole body language skills when speaking to an audience
Reading and Comprehension	Orientation to text Predict meaning of written text from illustrations Point to words using 'one to one' correspondence	Orientation to text Predict meaning of written text from illustrations, title and prior knowledge Predict and self correction of unknown words by reading on	Orientation to text Predict meaning and context of written text from title and synopsis Fluency	Orientation to text Predict meaning and context of written text from title and synopsis Fluency
Writing	Define and identify a 'word' Writes/traces own name Assessment Task	Short recount of personal experience ie. School Holiday Experience Assessment Task	Recount of personal experience ie. School Holiday Experience self edited and published Assessment Task	Recount of personal experience ie. School Holiday Experience self edited and published using ICT Assessment Task
Grammar	Capitals and full stops - at beginning and end of sentence Simple sentences	Capitals and full stops - Pronoun 'I', proper nouns and book titles, exclamation and question marks Simple sentences	Conjunctions Compound sentences using conjunctions	Conjunctions and connectives Complex sentences using conjunctions and connectives
Spelling and Sounds	s, m, a, t, l Beginning of word sounds	Sounds - at, sh Segmenting words into sounds Spelling rule - Most words form a plural by adding the letter s	Spelling rule - Words ending in a consonant and then y form plurals by changing the y to an i and then adding es. (no change when adding ing) Some words that end in f or fe form the plural by changing the f or fe to v and adding es	Spelling rule - Words that end in sh, ch, s ss, x and z form plurals by adding es Nouns that form a plural by changing their vowel eg. oasis to oases, tooth to teeth
Handwriting	Vertical lines Tall letter, short letter recognition	Ss, Mm, Aa Include whole words using these letters Correct pencil grip and posture Correct letter formation in NSW Foundation style print	Ss, Mm Include whole words using these letters Correct pencil grip and posture Consistent and correct letter formation in NSW Foundation style print	Whole words and sentences Consistent and correct letter size, slope and spacing in NSW Foundation style cursive

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	5 L's of Active listening News Voice volume and projection when speaking to an audience Using hand to take turns to speak	5 L's of Active listening News Voice tone and pace when speaking to an audience Using hand to take turns to speak	5 L's of Active listening News Whole body language gestures and stance when speaking to an audience	5 L's of Active listening News Variety of voice and whole body language skills when speaking to an audience
Reading and Comprehension	Orientation to text Point to words using 'one to one' correspondence Talk about beginning and end of text Assessment - PM Benchmark	Orientation to text Predict and self correction of unknown words by reading on Talk about beginning, middle and end of text Assessment - PM Benchmark	Orientation to text Fluency Purpose and structure of text Assessment - PM Benchmark if applicable	Orientation to text Fluency Purpose and structure of text
Writing	Copy one simple sentence Read sentence aloud Produce meaningful illustration	Write one to two simple sentences Read sentences aloud Produce meaningful illustration	Model structure of persuasive text Focus on introduction - opening sentence, statement of position and preview of arguments Include making longer, complex more interesting sentences using conjunctions	Model structure of persuasive text Focus on introduction - opening sentence, statement of position and preview of arguments Include making longer, complex more interesting sentences using conjunctions, connectives and commas
Grammar	Capitals and full stops - at beginning and end of sentence Simple sentences	Capitals and full stops - Pronoun 'I', proper nouns and book titles, exclamation and question marks Simple sentences	Commas to separate items in a list Compound sentences using commas	Commas to separate a word or words in a sentence that gives further explanation Complex sentences using commas
Spelling and Sounds	f, d, r, o, i Beginning of word sounds Assessment Task - sounds	Sounds - it, th Segmenting words into sounds Spelling rule - Silent letters - bossy 'e' changes the vowel sound Assessment Task - Johnsons	Silent letters - k,w Assessment Task - 30 word spelling test	Silent letters - b, g, p Assessment Task - 50 word spelling test
Handwriting	Ff, Rr, li Tall letter, short letter recognition	Ff, Rr, li Correct pencil grip and posture Correct letter formation in NSW Foundation style print	Ff, Rr Correct pencil grip and posture Consistent and correct letter formation in NSW Foundation style print	Whole words and sentences Consistent and correct letter size, slope and spacing in NSW Foundation style cursive

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	5 L's of Active listening News Present information succinctly with correct sequence of events	5 L's of Active listening News Present information succinctly with correct sequence of events	5 L's of Active listening News Present information succinctly with correct sequence of events	5 L's of Active listening News Present information succinctly with correct sequence of events
Reading and Comprehension	Orientation to text Talk about beginning and end of text Order pictures to retell a story Introduce 'sequence' words ie. first and next	Orientation to text Talk about beginning, middle and end of text Oral recall of incidents or information from text Expand 'sequence' words ie. second, prior, following	Purpose and structure of text Make inferences about ideas in text eg. respond to 'Why' and 'How' questions using scanning techniques Assessment Task - Torch Test	Purpose and structure of text Using strategies to scan text, from a variety of media, to find information eg. Title, Title page, Headings, Contents page, Index, Synopsis, Online Search features Assessment Task - Torch Test
Writing	Copy one simple sentence Read sentence aloud Produce meaningful illustration Point out different parts of sentence including words, space and letter	Write one to two simple sentences Read sentences aloud Produce meaningful illustration Discuss punctuation needed for own writing - capitals, full stops, question marks	Guided structure of persuasive text Focus on introduction - opening sentence, statement of position and preview of arguments Include making longer, complex more interesting sentences using conjunctions	Guided structure of persuasive text Focus on introduction - opening sentence, statement of position and preview of arguments Include making longer, complex more interesting sentences using conjunctions, connectives and commas Structuring complex interesting sentences into a paragraph
Grammar	Common nouns Proper nouns Articles eg. the, a, an	Common nouns Proper nouns Collective nouns	Common nouns (singular, plural, gender) Proper nouns Collective nouns Abstract nouns	Common nouns (gender, possessives, gerunds) Proper nouns Collective nouns Abstract nouns
Spelling and Sounds	h, u, c, b, n Beginning of word sounds	Sounds - ch, tr Segmenting words into syllables Spelling rule - The sound ee on the end of a word is nearly always represented by y eg. baby, happy	Spelling rule - i comes before e except after c to make an ee sound	Spelling rule - c says s when the word ends in a long vowel ie. nice, mice, advice
Handwriting	Nn, Uu, Cc Appropriate spacing between words and letters Writing from left to right	Nn, Uu, Cc Correct pencil grip and posture Correct letter formation in NSW Foundation style print	Nn, Uu Correct pencil grip and posture Consistent and correct letter formation in NSW Foundation style print Joining letters (cursive)	Whole words and sentences Consistent and correct letter size, slope and spacing in NSW Foundation style cursive

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	5 L's of Active listening Present information succinctly with correct sequence of events Introduction to how gesture, facial expression and body language shows interest in a speaker	5 L's of Active listening Present information succinctly with correct sequence of events Introduction to how gesture, facial expression and body language shows interest in a speaker	5 L's of Active listening Present information succinctly with correct sequence of events Be aware of how gesture, facial expression and body language shows interest in a speaker	5 L's of Active listening Present information succinctly with correct sequence of events Be aware of how gesture, facial expression and body language shows interest in a speaker
Reading and Comprehension	Order pictures to retell a story Oral retell a story in one or two sentences Reinforce reading from left to right Identifies full stops and capital letters in printed text	Oral recall of incidents or information from text Short written retelling of story in correct sequence with main ideas Responds to punctuation when reading aloud eg. full stop, question mark, comma, exclamation mark, contractions	Written summary of text in correct sequence with main ideas Reads aloud using appropriate pitch, pause, emphasis and intonation	Condensing paragraphs from text into one sentence List important facts under headings Uses appropriate speech patterns selectively eg. pause, pitch and emphasis
Writing	Read sentence aloud Produce meaningful illustration Make attempts to write own text to match illustration Point out different parts of sentence including words, space and letter	Produce meaningful illustration Chooses appropriate words to label illustration Uses punctuation needed for own writing - capitals, full stops, question marks	Independent writing of persuasive text Focus on allowing time for planning and then independent writing Talk about research as a way of building up a topic Reinforce structure of persuasive text	Independent writing of persuasive text Focus on allowing time for planning and then independent writing Talk about research as a way of building up a topic Reinforce structure of persuasive text
Grammar	Verbs Recognise a verb in a single clause sentence eg. I ran home.	Verbs Recognise different types of verbs ie. action, thinking, seeing, feeling	Verbs Using accurate tense in verbs groups eg. They ate. They are eating. They will eat.	Verbs Select verbs which are most appropriate to express fine distinctions and detail eg. instead of using 'said' use 'whispered', 'snorted', 'chuckled' etc.
Spelling and Sounds	k, v, e, w, j Identify end of word sounds	Sounds - wh, et Segmenting words into syllables Spelling rule - When there is a hard 'k' sound c is generally followed by a, o or u eg. cat, can cut k is generally followed by e or i eg. key, kid, kiss	Spelling rule - c and k go together following a short vowel in a one syllable word eg. back, neck, kick, sock	Spelling rule - Words derived from another language often follow the rules of that language ie. 'character' is a Greek word so the 'ch' is pronounced 'k'
Handwriting	Vv, Ww, Jj Appropriate spacing between words and letters Writing from left to right	Vv, Ww, Jj Correct pencil grip and posture Correct letter size in NSW Foundation style print	Ww, Jj Correct pencil grip and posture Consistent and correct letter size and slope in NSW Foundation style Joining letters (cursive)	Whole words and sentences Consistent and correct letter size, slope and spacing in NSW Foundation style cursive

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Introduction to how gesture, facial expression and body language shows interest in a speaker Uses appropriate word order and tense when asking questions	Introduction to how gesture, facial expression and body language shows interest in a speaker Uses appropriate word order and tense to express a viewpoint	Be aware of how gesture, facial expression and body language shows interest in a speaker Uses appropriate word order and tense when responding to different viewpoints in a discussion	Be aware of how gesture, facial expression and body language shows interest in a speaker Using appropriate word order and tense when clarifying and rephrasing viewpoints made by others
Reading and Comprehension	Oral retell a story in one or two sentences Identifies full stops and capital letters in printed text Give an opinion about a text that the author would agree with	Oral recall of incidents or information from text Short written retelling of story in correct sequence with main ideas Give an opinion about a text that the author would agree with	Reads aloud using appropriate pitch, pause, emphasis and intonation Give an opinion about a text that the author would agree with	Uses appropriate speech patterns selectively eg. pause, pitch and emphasis Give an opinion about a text that the author would agree with
Writing	Read sentence aloud Produce meaningful illustration Make attempts to write own text to match illustration Point out different parts of sentence including words, space and letter	Uses punctuation needed for own writing - capitals, full stops, question marks Talks about synonyms Distinguishes between nouns and verbs in own written work	Editing and publishing of independent writing of persuasive text Sets out writing in a form suitable for purpose Recognises and corrects misspelt words Use thesaurus to find and use synonyms to broaden and extend vocabulary Assessment task—work sample	Editing and publishing of independent writing of persuasive text Uses font and layout to suit purpose of text Chooses appropriate graphics to accompany text Use thesaurus to find and use synonyms to broaden and extend vocabulary Assessment task—work sample
Grammar	Adjectives Use a range of adjectives to describe a noun eg. size, shape, colour	Adjectives Use knowledge of synonyms to speak and write using a broader range of adjectives	Adjectives and adjectival phrases Using adjectives and adjectival phrases to make a piece of work more detailed and interesting	Adjectives and adjectival phrases Using adjectives and adjectival phrases to make a piece of work more detailed and interesting Recognises modality of adjectives Ability to choose adjectivals that best creates the desired image
Spelling and Sounds	y, x, qu, z Identify end of word sounds	Sounds - ax, qu Exchange one letter in a written word to make a new word using CVC (consonant vowel consonant) words Spelling rule - q is generally followed by u qu makes a 'kw' sound	Anagrams - a word formed by another by rearranging its letters (focus on common letter patterns within words)	Anagrams - a word formed by another by rearranging its letters (focus on common letter patterns within words) Some common letter patterns form the root of the word which derived from another language ie. oct, quad, bi, ex, hemi, hyper
Handwriting	Yy, Xx, Zz Appropriate spacing between words and letters Introduce handwriting rhyme for correct posture and pencil grip	Yy, Xx, Zz Correct letter size in NSW Foundation style print Starting letters correctly and moving pencil in the correct direction ie. for a small a start at the top and around to the left, up to the top again and then down	Yy, Zz Correct pencil grip and posture Consistent and correct letter size and slope in NSW Foundation style Joining letters (cursive) Knowing which letters to join	Whole words and sentences Consistent and correct letter size, slope and spacing in NSW Foundation style cursive

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Aware of the use of language features such as 'um' and 'ah' Practises clear articulation before reciting a small text, part in a play or poem to class	Aware of the use of language features such as 'um' and 'ah' Practises clear articulation before reciting a small text, part in a play or poem to class	Aware of the use of language features such as 'um' and 'ah' Practises clear articulation before reciting a text, part in a play or poem to class	Aware of the use of language features such as 'um' and 'ah' Prepare a spoken presentation focusing on articulation
Reading and Comprehension	Hears and articulates sound segments in words Discuss meanings of similes in poetry or text	Hears and articulates sound segments in words Discuss and identify similes in poetry or text	Using recognition of smaller words inside larger words as a decoding tool for pronunciation and meaning ie. hear has the word ear inside of it Discuss and identify differences in similes and metaphors	Using etymological knowledge to decode words Discuss and identify similes and metaphors in a more complex text Identify and recognise purpose of personification and alliteration
Writing	Produce meaningful illustration Make attempts to write own text including adjectives and/or adverbs Write a few recognisable letters and/or words	Writes or copies similes ie. use sentence starters and brainstorm endings Using alliteration to create a special effect	Guided and modelling of a narrative text Focus on using descriptive and figurative language	Guided and modelling of a narrative text Focus on using descriptive and figurative language
Grammar	Adverbs Uses adverbs to describe actions including when, where and how	Adverbs Uses a range of adverbs to describe actions including when, where and how	Adverbs and adverbial phrases Using adverbs and adverbial phrases to make a piece of work more detailed and interesting	Adverbs and adverbial phrases Using adverbs and adverbial phrases to make a piece of work more detailed and interesting Recognises modality of adverbs Ability to choose adverbs that best creates the desired image
Spelling and Sounds	er, ly Identify end of word blends	Sounds - er, ly Spelling rule - Identify suffixes that form adverbs (ily, ly)	Spelling rule - Identify and create suffixes that form adverbs (ily, ly)	Recognise and change a word with a suffix back to the base word Eponyms are words that originated from the names of people or places ie. banksia - English naturalist
Handwriting	Aa, Oo, Dd Include writing whole words beginning with these letters Focus on anti clockwise direction for these round letters Handwriting rhyme for correct posture and pencil grip	Aa, Oo, Dd Focus on anti clockwise direction for these round letters Handwriting rhyme for correct posture and pencil grip	er, ly Linking letters in words with these suffixes	er, ly Linking letters in words with these suffixes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Describe a toy, pet or friend (factual) Focus on using adjectives and adverbs Greet people differently according to the relationship	Describe a toy, pet, place, friend or character (factual or fictional) Focus on using more sophisticated adjectives and adverbs Greet people differently according to the relationship including introduction and farewells	Describe a person, place or thing in detail (factual or fictional) Greet people differently according to the relationship including introductions, farewells and specific topical discussions	Describe a person, place or thing in detail (factual or fictional) Greet people differently according to the relationship including introductions, farewells and specific topical discussions
Reading and Comprehension	Giving an opinion on a character in story and relate to personal experience Recognises speech marks and speech bubbles	Speculates on behaviour of characters in stories and discusses own behaviour in similar situations Able to read text inside speech marks or speech bubbles in a voice fitting the character	Identifies adjective and adverbs when reading and recognises how they are used to provide information about a character Able to read text inside speech marks or speech bubbles in a voice fitting the character Identifies and recognises purpose of quoted and reported speech	Identifies adverbial phrases and adjectival phrases when reading and recognises how they are used to provide information about a character Explain the use of passive voice in information reports and explanations compared to descriptive language used in narratives
Writing	Produce meaningful illustration Make attempts to write description of toy, pet, or friend including adjectives and/or adverbs Uses the terms 'drawing' and 'writing' accurately	Discusses how a description is built up using adjectives, adverbs Contributes to joint construction of text Writes a description of a toy, pet, friend or character using adjectives, adverbs and most common punctuation marks including speech marks	Independent writing and publishing of a narrative text Focus on using descriptive and figurative language, correct punctuation including speech marks, self editing	Independent writing and publishing of a narrative text Focus on using descriptive and figurative language, correct punctuation including speech marks, self editing and thesaurus
Grammar	Identify adverbs and adjectives Explain purpose for using adverbs and adjectives Recognises speech marks and speech bubbles	Identify adverbs and adjectives Explain purpose for using adverbs and adjectives Identifies speech marks and speech bubbles, begins to use in own writing	Quotation marks for direct speech Commas to separate a person spoken to from the rest of the sentence, also in direct speech at the end of the quotation which is a statement	Quotation marks for direct speech Commas to separate a person spoken to from the rest of the sentence, also in direct speech at the end of the quotation which is a statement
Spelling and Sounds	ed, en Identify end of word blends	Sounds - ed, en Identify suffixes that form adjectives (ed, al, en, ish, ant, ent, ous, able, ible, ful, less)	Identify and use suffixes that form adjectives (ed, al, en, ish, ant, ent, ous, able, ible, ful, less)	Recognise and change a word with a suffix back to the base word Uses a variety of suffixes
Handwriting	Gg, Qq, 9 Focus on anti clockwise direction for these round letters Focus on long letter, differences between the letter Gg and the number 9	Gg, Qq, 9 Focus on anti clockwise direction for these round letters Focus on long letter, differences between the letter Gg and the number 9	ed, en Linking letters in words with these suffixes	ed, en Linking letters in words with these suffixes

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	<p>Recognises a variety of greetings, introductions and farewells appropriate to the situation and cultural context</p> <p>When listening maintain eye contact with speaker if culturally appropriate</p>	<p>Recognises and uses a variety of greetings, introductions and farewells appropriate to the situation and cultural context</p> <p>When listening maintain eye contact with speaker if culturally appropriate</p>	<p>Uses a variety of greetings, introductions, farewells appropriate to the situation and cultural context</p> <p>Adjust speech for a formal and informal situation</p>	<p>Uses a variety of greetings, introductions, farewells appropriate to the situation and cultural context</p> <p>Adjust speech for a formal and informal situation</p>
Reading and Comprehension	<p>Discuss a characters actions, looks and traits</p> <p>Discuss reading strategies students are using</p>	<p>Discuss a characters actions, looks and traits</p> <p>Discuss reading strategies students are using</p>	<p>Identify clues regarding character motives</p> <p>Shows empathy with characters in literary texts</p> <p>Reads two and three syllable words and contractions</p>	<p>Identify clues regarding character motives</p> <p>Shows empathy with characters in literary texts</p> <p>Considers events in a text from each characters point of view</p> <p>Uses appropriate speech patterns selectively when reading eg. pause, pitch and emphasis</p>
Writing	<p>Chooses words to label a drawing or picture of a character</p> <p>Writes some common words accurately without copying</p>	<p>Draws and writes about a characters actions, looks and traits</p> <p>Chooses appropriate words to label</p> <p>Writes a sentence accurately without copying</p>	<p>Summary and critical analysis of a characters actions, looks, traits and motives from well know text</p> <p>Using a paragraph as a subsection of writing expressing one idea, marked by a new line</p>	<p>Summary and critical analysis of a characters actions, looks, traits and motives from well know text</p> <p>Using a paragraph as a subsection of writing expressing one idea, marked by a new line</p> <p>Using complex sentence structures within paragraphs</p>
Grammar	<p>Conjunctions</p>	<p>Conjunctions</p> <p>Attributes of a complex sentence</p>	<p>Conjunctions</p> <p>Connectives</p> <p>Contractions</p>	<p>Conjunctions</p> <p>Connectives</p> <p>Contractions</p>
Spelling and Sounds	<p>ot, ut</p> <p>Can blend a sequence of sounds into a word ie. h - o - p makes hop</p>	<p>Sounds - ea, ee</p> <p>Blends CVVC words, words with vowel digraphs eg. bear, dear and double vowel sounds eg. been, seen</p>	<p>Recognising an apostrophe replaces a letter/s in a contraction</p> <p>Ownership apostrophe</p>	<p>Recognising an apostrophe replaces a letter/s in a contraction</p> <p>Ownership apostrophe</p>
Handwriting	<p>li, Tt, 1</p> <p>Focus downstrokes in letters and numbers</p>	<p>li, Tt, 1</p> <p>Focus downstrokes in letters and numbers</p>	<p>ot, ut</p> <p>Linking letters in words with these blends</p>	<p>ot, ut</p> <p>Linking letters in words with these blends</p>

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Gives a simple instruction Listens to and follows a simple instruction	Gives a brief set of instructions Listens to and follows a brief set of instructions	Listens to, discusses and notes key ideas from a set of instructions	Listens to, discusses and notes key ideas from a variety of sources including written text, recordings, documentaries etc.
Reading and Comprehension	Begins to recognise sight words in printed text Uses variety of reading strategies	Recognises irregular common words such as 'come', 'are' and 'laugh' Uses variety of reading strategies	Locates information from a variety of sources including books, pictures, Internet, databases and media texts Scans text for key information Makes judgements about the appropriateness of information Use a search engine effectively	Identifies relevant and valid resources for research Scans text for key information Summarises key information Use a search engine effectively
Writing	Writes some sight words accurately without copying Groups letters into words - knows what a letter is, knows what a word is Writes or copies a factual sentence	Model then jointly construction elementary descriptive information report Draws on knowledge of sight words when writing	Model and guided extended description of each feature in an information report Focus on technical vocabulary Using a paragraph as a subsection of writing expressing one idea, marked by a new line	Model and guided extended description of each feature in an information report Focus on technical vocabulary Using a paragraph as a subsection of writing expressing one idea, marked by a new line Using complex sentence structures within paragraphs
Grammar	Common nouns	Common nouns Personal pronouns ie. I, me, we, us, you, they, he, she	Common nouns Possessive pronouns ie. mine, ours, your, yours, his, hers, theirs	Common nouns Relative pronouns ie. who, whom, which, that, whose
Spelling and Sounds	at, et Can blend a sequence of sounds into a word ie. c - a - t makes cat Spells some sight words accurately without prompting	Sounds - ai, ay, a_e Blends CVVC words, words with vowel digraphs eg. rain, train and other common digraphs ie. play, say	Homophones Using spell checker, dictionary and a thesaurus on a computer	Homophones Using spell checker, dictionary and a thesaurus on a computer
Handwriting	Pp, Bb, 6 Focus on clockwise direction for these round letters and numbers	Pp, Bb, 6 Focus on clockwise direction for these round letters and numbers	ai, ay, a_e Linking letters in words with these digraphs	ai, ay, a_e Linking letters in words with these digraphs

	Early Stage 1	Stage 1	Stage 2	Stage 3
Talking and Listening	Identify and provide a factual statement clearly and concisely	Identify and provide a series of factual statements clearly and concisely in order to give a brief simple oral information report on a familiar topic	Orally presents an information report from own research Reads/speaks using appropriate pitch, pause, emphasis and intonation Assessment Task	Orally presents an information report from own research Uses illustrations or Powerpoint presentation to supplement presentation Reads/speaks using appropriate pitch, pause, emphasis and intonation Assessment Task
Reading and Comprehension	Retell information gained from a factual text Recognises sight words in printed text Uses variety of reading strategies	Locate key information from a factual text Uses different parts of a text to location information ie. title page, contents page, glossary Uses variety of reading strategies	Makes judgements about the appropriateness of information gathered - information should be able to be used to effectively engage an audience in an oral presentation Categorise information collected into logical, sequential order	Makes judgements about the appropriateness of information gathered - information should be able to be used to effectively engage an audience in an oral presentation Categorise information collected into logical, sequential order Relates information to accompanying graphics
Writing	Joint construction of information report Writes some sight words accurately without copying Groups letters into words - knows what a letter is, knows what a word is Writes or copies a factual sentence Assessment Task	Independent construction of elementary descriptive information report Draws on knowledge of sight words when writing Assessment Task	Independent extended description of each feature in an information report Focus on technical vocabulary Using a paragraph as a subsection of writing expressing one idea, marked by a new line Assessment Task	Independent extended description of each feature in an information report Focus on technical vocabulary Using a paragraph as a subsection of writing expressing one idea, marked by a new line Using complex sentence structures within paragraphs Uses a range of media to create report Assessment Task
Grammar	Verbs - use an increasing range of verbs to represent common activities Using adjectives, nouns, and present tense regular action verbs to create a sentence	Verbs - use an increasing range of verbs to represent common activities Using adjectives, nouns, and present tense regular action verbs to create a sentence Explain these attributes within a sentence	Verbs - relating verbs that link two pieces of information ie. 'to be' and 'to have' - Some foods have preservatives Begin to recognise and change the tense of a verb to present, past and future both simple and continuous i.e I smell, I am smelling, I smelled, I was smelling, I will smell	Verbs - relating verbs that link two pieces of information ie. 'to be' and 'to have' - Some foods have preservatives Recognise and change the tense of a verb to present, past and future both simple and continuous i.e I smell, I am smelling, I smelled, I was smelling, I will smell
Spelling and Sounds	ed, ing Recognises there a root word in some words Spells some sight words accurately without prompting	Sounds - ed, ing Word building using these suffixes	Adding ed to create a past simple tense verb Past tense usually formed by adding ed When verb ends in 'e' just add d When verb ends in vowel + consonant double the consonant and add ed When the verb ends in y change the y to i and add ed	Adding ed to create a past simple tense verb Past tense usually formed by adding ed When verb ends in 'e' just add d When verb ends in vowel + consonant double the consonant and add ed When the verb ends in y change the y to i and add ed
Handwriting	Hh, Mm, 5 Focus on downstroke and tunnels	Hh, Mm, 5 Focus on downstroke and tunnels	ed, ing Linking letters in words with these diagraphs	ed, ing Linking letters in words with these diagraphs