### Fuel 1
Students will:
- Encounter a range of sensory stimuli without showing any apparent response.
  
  **Indicator**
  - encounters texts/visual media and reading activities in a literacy rich environment without showing any apparent response

### Fuel 2
Students will:
- Begin to develop awareness by noticing sensory stimuli.
  
  **Indicators**
  - has brief periods appearing alert and ready to focus on people, events, objects or sounds
  - may show simple reflex actions

### Fuel 3
Students will:
- Develop an increasing level of attention demonstrated by their responses.
  
  **Indicators**
  - shows an increased interest in people, objects or events
  - reacts to new activities or experiences
  - shows intermittent or occasional interest in new visual/auditory/tactile stimuli
  - responds consistently to familiar sensory stimuli
  - discriminates between familiar people and objects

### Fuel 4
Students will:
- Develop focused attention and remember learned responses over short periods of time.
  
  **Indicators**
  - explores a range of objects in increasingly complex ways
  - responds to aural and visual cues by imitating facial expressions and vocalising
  - attempts to initiate communication
  - attempts to perform a simple action as part of a storyline
  - shows enjoyment in repetitive language patterns
  - discriminates between environmental sounds and speech

### Fuel 5
Students will:
- Remember learned responses over increasing periods of time with increased participation with others
  
  **Indicators**
  - sorts objects or pictures using own categories ready for sharing with others
  - anticipates familiar events by responding to simple choices with language, sign or gesture
  - participates in shared activities with support
  - responds to simple text by showing pleasure
  - acknowledges text/graphics in the environment
  - begins to participate in chorus or actions in familiar text/visual media by showing enjoyment in repetitive language patterns
  - attempts to sequence familiar events in routines or text/visual media

### Fuel 6
Students will:
- Begin to link together knowledge, information, experiences and ideas to convey meaning.
  
  **Indicators**
  - begins to develop links between text, events, pictures and personal experience
  - consistently recognises, responds to and interprets specific and familiar words, symbols and images
  - sorts objects or pictures into categories where there is a marked difference
  - discriminates between symbols/visual representations
  - participates in shared reading activities with less support
  - orders a two step sequence of events using first, next, then, after
  - matches letters, symbols or graphics
  - responds to simple questions with language, sign or gesture
# THE EXPANDED ENGLISH FRAMEWORK

## Processes and Strategies

Students will:

Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.

### Launch i

**Indicators**

- demonstrates an enjoyment of texts by returning to familiar books or listening to stories over and over again
- discriminates between text and illustrations
- participates in games that involve speech sounds
- begins to use a few known letter/sounds when looking at simple text
- combines some words into short sentences
- asks simple questions using limited range of question forms (what, who, where)

### Launch ii

**Indicators**

- responds to texts in ways that demonstrate engagement
- looks for information in pictures/illustrations and diagrams
- identifies the letter sound at the beginning of a word
- asks and answer questions at a literal level while being read a story

### Launch iii

**Indicators**

- remembers familiar stories/poems and recite them
- uses illustrations to ‘read’ a story
- is beginning to understand that small differences in the sound of words can relate to big differences in meaning
- is beginning to develop the ability to organise words/items into categories based on specific characteristics
- is beginning to predict outcomes of unknown stories
- is beginning to develop an increasing vocabulary of verbs and nouns
- asks questions to seek meaning

### Level One

**Indicators**

- selects and read texts for enjoyment and personal fulfillment
- has an awareness of the connections between written and visual language
- uses sources of information (meaning, structure, visual, grapho-phonetic, information) and prior knowledge to make sense of a range of texts
- associates sounds with letter clusters as well as individual letters
- uses processing and some comprehension strategies with some confidence
- is beginning to develop the ability to think critically about texts
- begins to monitor, self-evaluate, and describe progress
# THE EXPANDED ENGLISH FRAMEWORK

<table>
<thead>
<tr>
<th>Purposes and Audiences</th>
<th>Ideas</th>
<th>Language Features</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise that texts are shaped for different purposes and audiences.</td>
<td>Recognise and identify ideas within and across texts.</td>
<td>Recognise and begin to understand how language features are used for effect within and across texts.</td>
<td>Recognise and begin to understand text structures.</td>
</tr>
<tr>
<td><strong>Launch i</strong></td>
<td><strong>Launch ii</strong></td>
<td><strong>Launch iii</strong></td>
<td><strong>Level One</strong></td>
</tr>
<tr>
<td>Indicators - understands that text conveys a message - shows an increased interest in a range of texts/visual media - responds to simple recall questions about characters or events in a familiar storyline</td>
<td>Indicators - experiments with vocabulary texts and graphics drawn from personal and/or learning experiences - recognises the connection between the title of the text and the content</td>
<td>Indicators - participates in conversations which include the primary characters, series and actions - expresses an opinion about the text, why they like it or don't.</td>
<td>Indicators - identifies the purpose of simple texts - evaluates the usefulness of simple texts</td>
</tr>
<tr>
<td>Indicators - recollects a meaningful experience and retells it to others - draws on prior knowledge to understand word and text - answers simple questions about familiar objects events or people</td>
<td>Indicators - is able to talk about experiences in relation to text that has been read - responds to a question that requires a choice or discrimination about text</td>
<td>Indicators - begins to match words by initial sound or rhyme - approximates common spellings using letter sound approximation - shows an increased knowledge of capital letters and full stops and their use - recalls characters in a text - develop an increasing bank of sight words</td>
<td>Indicators - understands that personal experience can influence the meaning gained from texts</td>
</tr>
<tr>
<td>Indicators - remembers and repeats simple rhymes - recognises some specific and familiar words - recognises that some words start with the same sound - begins to develop an awareness of how books are manipulated - is able to draw a picture related to the text - recognises characters in texts</td>
<td>Indicators - participates in word games such as matching picture to sounds - increasingly able to recall and recognise high frequency words - begins to develop an awareness that word order changes the meaning of a text - begins to develop an awareness of capital letters and full stops - describes characters in the text</td>
<td>Indicators - tells two events in order of occurrence - demonstrates some consistency in directionality and 1/1 correspondence - identifies when texts do not make sense - uses book illustrations to predict the story line</td>
<td>Indicators - begins to recognise that oral, written and visual language features can be used for effect - recognises a large bank of high-frequency and some topic specific words - shows some knowledge of text conventions such as capital letters, full stops and word order, volume and clarity, and simple symbols</td>
</tr>
</tbody>
</table>

**Listening, Reading and Viewing**