

THE EXPANDED ENGLISH FRAMEWORK

LISTENING, READING AND VIEWING	Fuel 1	<p>Students will:</p> <ul style="list-style-type: none"> ● Encounter a range of sensory stimuli without showing any apparent response. <p>Indicator</p> <ul style="list-style-type: none"> - encounters texts/visual media and reading activities in a literacy rich environment without showing any apparent response
	Fuel 2	<p>Students will:</p> <ul style="list-style-type: none"> ● Begin to develop awareness by noticing sensory stimuli. <p>Indicators</p> <ul style="list-style-type: none"> - has brief periods appearing alert and ready to focus on people, events, objects or sounds - may show simple reflex actions
	Fuel 3	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop an increasing level of attention demonstrated by their responses. <p>Indicators</p> <ul style="list-style-type: none"> - 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	<p>Students will:</p> <ul style="list-style-type: none"> ● Develop focused attention and remember learned responses over short periods of time. <p>Indicators</p> <ul style="list-style-type: none"> - 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	<p>Students will:</p> <ul style="list-style-type: none"> ● Remember learned responses over increasing periods of time with increased participation with others <p>Indicators</p> <ul style="list-style-type: none"> - 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	<p>Students will:</p> <ul style="list-style-type: none"> ● Begin to link together knowledge, information, experiences and ideas to convey meaning. <p>Indicators</p> <ul style="list-style-type: none"> - 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

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Processes and Strategies

Students will:

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

LISTENING, READING AND VIEWING	Launch i	<p>Indicators</p> <ul style="list-style-type: none"> - 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 - anticipates what comes next in a story or rhyme - combines some words into short sentences - asks simple questions using limited range of question forms (what, who, where)
	Launch ii	<p>Indicators</p> <ul style="list-style-type: none"> - 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	<p>Indicators</p> <ul style="list-style-type: none"> - 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	<p>Indicators</p> <ul style="list-style-type: none"> - selects and read texts for enjoyment and personal fulfilment - 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

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LISTENING, READING AND VIEWING		Purposes and Audiences Recognise that texts are shaped for different purposes and audiences.	Ideas Recognise and identify ideas within and across texts.	Language Features Recognise and begin to understand how language features are used for effect within and across texts.	Structure Recognise and begin to understand text structures.
	Launch i	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	Indicators - recalls 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	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	Indicators - demonstrates a beginning awareness of directionality - begins to develop an awareness that the illustrations represent/connect with texts - begins to develop 1/1 correspondence
	Launch ii	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	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	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	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
	Launch iii	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.	Indicators - expresses some ideas relevant to story topic from prior experience - demonstrates active listening by asking more complex questions to clarify information about the text	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	Indicators - illustrates a simple story - recognises the difference between simple narrative and procedural texts
	Level One	Indicators - identifies the purpose of simple texts - evaluates the usefulness of simple texts	Indicator - understands that personal experience can influence the meaning gained from texts	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	Indicators - understands the order and organisation of words, sentences and images contribute to text meaning - recognises some text forms and some differences between them