

THE EXPANDED ENGLISH FRAMEWORK

SPEAKING, WRITING AND PRESENTING	Fuel 1	<p>Students will:</p> <ul style="list-style-type: none"> ● Encounter a range of sensory stimuli 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"> - have brief periods appearing alert and ready to focus on people, events, objects or sounds - 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 a sustained interest in people, objects or events - reacts to new activities or experiences - shows intermittent or occasional interest in new visual/auditory/tactile stimuli
	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"> - demonstrates a knowledge of familiar objects in their environment - responds to aural and visual cues by imitating facial expressions, body language or vocalising - attempts to initiate communication - discriminates between environmental sound 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"> - anticipates familiar events by responding to simple choices with language, sign or gesture - participates in shared activities with less support - acknowledges text/graphics in the environment - communicates their own personal needs and wants by using symbols, words, body language or gesture
	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 - communicates with others by using a range of means and respond appropriately to simple requests - attempts to sequence familiar events in routines or text/visual media - develops understandings of a range of concepts; e.g. big, little - discriminates between symbols/visual representations - places objects in, on or under following a one step instruction

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		Processes and Strategies
		<p>Students will: Acquire and begin to use sources of information, processes and strategies to identify, form and express ideas.</p>
SPEAKING, WRITING AND PRESENTING	Launch i	<p>Indicators</p> <ul style="list-style-type: none"> - understands that illustrations and words are different - consistently recognises environmental logos, e.g. STOP on a stop sign - imitates the voice patterns of others to produce accurate speech sounds - begins to experiment with writing - seeks feedback on communication attempts
	Launch ii	<p>Indicators</p> <ul style="list-style-type: none"> - uses known alphabet symbols from familiar words when assigning a message to the text - responds to intonation, rhythm and phrasing such as reacting to characters voices in stories and rhymes - develops an awareness of letter formation and begins to form letters correctly - begins to share written attempts with a wider audience
	Launch iii	<p>Indicators</p> <ul style="list-style-type: none"> - begins to select and order alphabet letters and produce some words from memory - continues to gain letter knowledge and letter formation - makes use of text, graphic sources and resources in the classroom by using 'word walls', books and peers - attempts to produce a written message, using simplified language, about prior learning experience - communicates to others about the intention of their written message
	Level One	<p>Indicators</p> <ul style="list-style-type: none"> - has an awareness of the connections between oral, written and visual language when creating text - creates texts by using meaning, structure, visual and graphophonic sources of information, prior knowledge and some processing strategies with some confidence - seeks feedback and makes changes to texts - becomes reflective about the production of own texts - begins to monitor, self-evaluate and describe progress

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By using processes and strategies when speaking, writing or presenting students will:

		Purposes and Audiences	Ideas	Language Features	Structure
		Recognise how to shape texts for a purpose and an audience.	Form and express ideas on a range of topics.	Use language features, showing some recognition of their effects.	Organise texts using simple structures.
SPEAKING, WRITING AND PRESENTING	Launch i	Indicators <ul style="list-style-type: none"> - understands what is said can be communicated as a written message - is developing a curiosity of oral language by joining in rhyming games and alliteration 	Indicators <ul style="list-style-type: none"> - recalls meaningful experiences and shares with others - responds to motivational experiences - responds to a question that requires a choice or discrimination 	Indicators <ul style="list-style-type: none"> - remembers and repeats simple rhymes - recognises some specific and familiar words - recognises that some words start with the same sound - knows some letter names 	Indicators <ul style="list-style-type: none"> - writes random strings of letters to express meaning - repeats a sentence - demonstrates a beginning awareness of directionality
	Launch ii	Indicators <ul style="list-style-type: none"> - experiments with vocabulary texts and graphics drawn from personal and/or learning experiences - understands that other people may be interested in their message - spontaneously initiates conversations with others and responds to the imitations of others 	Indicators <ul style="list-style-type: none"> - recalls a meaningful experience and shares with others - responds to motivational experiences and contributes own ideas - answers simple questions about familiar objects events or people 	Indicators <ul style="list-style-type: none"> - participates in word games e.g matching picture to sounds - is increasingly able to recall and recognise high frequency words - recognises most alphabet letter names - is able to form some letters correctly - can spell some high frequency words correctly 	Indicators <ul style="list-style-type: none"> - tells two events in order of occurrence - repeats a few known alphabet symbols in their writing - demonstrates some consistency in directionality - begins to orally order and organise words within a variety of sentence types
	Launch iii	Indicators <ul style="list-style-type: none"> - constructs a simple sentence understood by others - produces narratives during conversations which include the primary characters, series and actions 	Indicators <ul style="list-style-type: none"> - expresses some ideas relevant to a topic - demonstrates active listening by asking simple questions, in the form of what, where, how, why to clarify information 	Indicators <ul style="list-style-type: none"> - begins to match words by initial sound or rhyme - approximates common spellings using letter sound approximation - uses left to right to produce a written message - experiments with capital letters and full stops - is able to form most letters correctly 	Indicators <ul style="list-style-type: none"> - begins to sequence words and/or symbols to produce a written message - begins to use some high frequency words meaningfully in writing - attempts to produce a written message using simplified language structures
	Level One	Indicators <ul style="list-style-type: none"> - constructs texts that demonstrate some awareness of purpose and audience through appropriate choice of content, language and text form - expects the texts they create to be understood, responded to and appreciated by others - is developing and conveying personal voice where appropriate 	Indicators <ul style="list-style-type: none"> - forms and expresses simple ideas and information, usually drawing from personal experience and knowledge - begins to support ideas with some detail 	Indicators <ul style="list-style-type: none"> - uses some oral, written and visual language features to create meaning and effect - uses a range of high-frequency topic-specific and personal-content words to create meaning - spells some high-frequency words correctly and begins to use some common spelling patterns - begins to use some strategies to self-correct and monitor spelling - writes most letters and number forms legibly when creating texts - begins to gain control of text conventions such as capital letters and full stops, - uses some basic grammatical conventions, volume, clarity and tone and simple symbols 	Indicators <ul style="list-style-type: none"> - uses knowledge of word and sentence order to communicate meaning in simple texts - begins to sequence ideas and information - uses simple sentences with some variation in beginnings - may attempt compound and complex sentences