

| Early literacy continuum | | GENERAL CAPABILITIES AUSTRALIAN CURRICULUM | | | |
|--|------------------|--|---|---|---|
| Overarching processes | | Level 1 a, students: | Level 1 b, students: | Level 1 c, students: | Level 1 d, students: |
| Comprehending texts through listening, reading and viewing | Comprehend texts | <p>use behaviours that are not intentionally directed at another person to:</p> <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities | <p>use informal behaviours that show consistent anticipation of events in regular routines to:</p> <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests | <p>use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to:</p> <ul style="list-style-type: none"> respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task respond to texts with familiar structures, for example by responding to a question respond to requests | <p>use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary respond to questions, sequence events and identify information from texts with familiar structures use information in texts to explore a topic |
| Composing texts through speaking, writing and creating | Compose texts | <p>use behaviours that are not intentionally directed at another person to:</p> <ul style="list-style-type: none"> refuse or reject reflect a preference or desire reflect state of wellbeing, for example contentment, joy, worry, pain reflect a physical state, for example hot, cold, nausea | <p>use informal behaviours to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:</p> <ul style="list-style-type: none"> refuse or reject express a preference request the continuation of an activity request something new request more request attention | <p>use conventional behaviours and/or concrete symbols to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:</p> <ul style="list-style-type: none"> refuse or reject request items, people or events present at the time create texts, for example to comment on a recent event, story or shared experience | <p>use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs comment on people, events and objects in the past, present and future and to ask questions convey knowledge about learning area topics |

All learning continua typically, but not exclusively, align with years of schooling. Stages in each learning continuum are labelled from Levels 1 to 6 to emphasise that the continuum presents a sequence of learning independent of student age. An accompanying statement indicates that the level typically applies to students by the end of a given year of schooling. to show the relationship with learning area content descriptions.

For Literacy, Level 1 is divided into five sub-levels — Level 1a, 1b, 1c, 1d and 1e. Levels 1a-1d represent the development of early literacy skills with a particular emphasis on communication. Level 1a begins with unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

For Numeracy, Level 1 is divided into two sub-levels — Level 1a and 1b to represent the progression from early numeracy to numeracy skills. Level 1a has a particular emphasis on the language of numeracy in everyday contexts and Level 1b an emphasis on the application of numeracy skills. Level 1a assumes students are able to communicate with intent.