ENGLISH
Textual Concepts

Related Syllabus Content

Early Stage 1

ES1

ES1

Students have opinions about texts and issues.

Syllabus code	Syllabus content
ES101ASL1RC6	express a point of view about texts read and/or viewed
ES101ASL1RC7	respond to simple questions either verbally or non-verbally
ES101ASL1RC9	use questions and statements appropriately in class discussions
ES106BSL2RC4	compose texts to communicate feelings, needs, opinions and ideas
ES107BWR2UA2	identify some differences between imaginative and informative texts (ACELY1648)
ES108BRV2DA5	recognise key differences between imaginative and informative texts
ES108BRV2DA7	identify the intended audience for a particular text and give reasons

ES1

Students understand that texts have authors who compose the contents.

Syllabus code	Syllabus content
ES102AWR1DA3	develop an awareness of issues relating to the responsible use of digital communication
ES106BSL2DA2	demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose
ES108BRV2DA4	recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation
ES110CTICEP1	respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
ES111DETDA1	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (acelt1575)

ES1

Students understand that characters in imaginative texts are visual, verbal and aural representations of people who participate in the narrative.

Syllabus code	Syllabus content
ES104ARV1DACK3	identify and compare similar ideas, characters and settings in texts
ES104ARV1RRV5	identify literal meanings presented in texts, eg character, setting and events
ES104ARV1RRV9	create visuals that reflect character, setting and events
ES107BWR2UA3	identify that imaginative texts are about 'characters' that are represented by nouns and noun groups
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)
ES110CTICRC4	share feelings and thoughts about the events and characters in texts (ACELT1783)

ES1

Students understand that communication works through agreed codes and conventions.
Students learn that
- each of the modes: listening, speaking, reading, writing, viewing and representing communicates using its own codes
- particular letters, forms and combinations of words are used to achieve particular meanings.

Syllabus code	Syllabus content
ES101ASL1UA1	begin to identify some language features of familiar spoken texts in classroom interactions
ES101ASL1UA2	communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
ES101ASL1UA3	recognise how 'and', 'but', 'then' link ideas in spoken texts
ES101ASL1UA4	attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'
ES101ASL1UA5	replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
ES101ASL1RC9	use questions and statements appropriately in class discussions
ES101ASL1RC10	use correct intonation when asking questions and making statements
ES101ASL1RC12	carry out instructions involving one step *
ES102AWR1UA1	know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
ES102AWR1RC3	compose texts using some sight words and known words
ES102AWR1RC7	participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)
ES103AHandUA1	understand foundation movements that underpin NSW Foundation Style
ES103AHandUA2	begin to understand the sequence of letters through structured and guided activities
ES103AHandRC1	use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience
ES103AHandRC2	develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters
ES103AHandRC3	write from left to right and leave spaces between words
ES103AHandRC4	produce some lower case and upper case letters using learned letter formations (ACELY1653)
ES103AHandRC5	use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus
ES104ARV1DA1	identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs

Syllabus code	Syllabus content
ES104ARV1UA1	understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)
ES104ARV1UA2	recognise basic book conventions, eg open and hold books correctly, turn pages
ES104ARV1UA3	understand direction of print, return sweeps and spaces between words
ES104ARV1UA4	identify a sentence in imaginative and informative texts and understand its meaning
ES104ARV1UA5	recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)
ES104ARV1UA6	recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts
ES104ARV1DAPK1	join in rhymes and chants
ES104ARV1DAPK2	understand that spoken words are made up of sounds
ES104ARV1DAPK3	recognise rhymes, syllables and sounds (phonemes) in spoken words
ES104ARV1DAPK4	consistently identify words that start with the same initial sound
ES104ARV1DAPK5	segment words into onset and rime
ES104ARV1DAPK6	identify the beginning and end sounds of words
ES104ARV1DAPK7	orally blend two or three sounds to make a word
ES104ARV1DAPK8	segment simple spoken words into separate sounds
ES104ARV1DAPK9	identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word
ES104ARV1DAGPSSK1	recognise high-frequency words, including own name
ES104ARV1DAGPSSK2	read and understand some sight words in simple, predictable texts
ES104ARV1DAGPSSK3	identify most of the sounds and name all letters in a given word
ES104ARV1DAGPSSK4	use phonological strategies when reading, including letter−sound relationships
ES104ARV1DAGPSSK5	use knowledge of letters and sounds to decode words, including those in initial, final and medial positions
ES104ARV1DAGPSSK6	manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset
ES104ARV1RRV1	read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)
ES104ARV1RRV3	predict meaning using elements of texts prior to reading
ES104ARV1RRV4	read one or more sentences correctly and for meaning in environmental/print texts
ES104ARV1RRV5	identify literal meanings presented in texts, eg character, setting and events
ES104ARV1RRV8	retell a familiar story in sequence and identify main idea
ES104ARV1RRV10	use context to predict meaning in written texts to supplement decoding attempts
ES104ARV1RRV11	make acceptable substitutions when reading simple texts
ES105ASpUA1	spell unknown words phonetically with closer approximations
ES105ASpUA2	know how to use onset and rime to spell words (ACELA1438)
ES105ASpUA3	identify patterns in words leading to the identification of word families

Syllabus code	Syllabus content
ES105ASpUA4	use and write beginning and ending sounds of spoken words
ES105ASpUA5	know that letters are used to represent sounds when writing words
ES105ASpRC1	use approximations and some conventional spelling
ES105ASpRC2	attempt to spell unknown words using simple strategies, eg segmenting
ES105ASpRC3	spell some common words accurately in their own writing
ES105ASpRC4	vocalise or subvocalise words when trying to write them
ES105ASpRC5	use plural form when spelling some words
ES106BSL2UA1	begin to identify some language features of familiar spoken texts
ES106BSL2UA2	identify the difference between a question and a statement
ES106BSL2RC2	make simple requests using appropriate word order
ES106BSL2RC3	recognise and interpret a simple instruction from teachers and peers
ES107BWR2DA2	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
ES107BWR2UA1	understand that some language in written texts is unlike everyday spoken language (ACELA1431)
ES107BWR2UA4	demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs
ES108BRV2DA4	recognise parts of print and digital texts, eg front and back covers, title and author, layout and navigation
ES108BRV2UA1	distinguish print from drawings
ES108BRV2UA2	understand that words can be spoken or written
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)
ES108BRV2RRV2	explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming
ES109BGPVDA1	begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text
ES109BGPVUALFF1	recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
ES109BGPVUALFF2	recognise that sentences are key units for expressing ideas (ACELA1435)
ES109BGPVUALFF3	identify statements, questions, commands and exclamations and their functions in texts
ES109BGPVUALFF4	experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home
ES109BGPVUALFF5	demonstrate an awareness of nouns, pronouns and conjunctions
ES109BGPVUALFF6	recognise simple pronoun references to maintain meaning
ES109BGPVUALFF7	understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)
ES109BGPVUALFF8	identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing

ES1 Related syllabus content | Code and convention

Syllabus code	Syllabus content
ES109BGPVRC1	compose effective sentences in writing using appropriate word order
ES109BGPVRC2	begin to use statements and questions with appropriate punctuation
ES110CTICUA1	recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
ES111DETUA1	understand that language can be used to describe likes and dislikes

ES1

Students understand that language can represent more than the literal.
Students learn that
- words, signs and symbols can represent or suggest things
- when used imaginatively can be enjoyable.

Syllabus code	Syllabus content
ES104ARV1DACK1	identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA2	discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition

ES1

Students understand that language and action need to be appropriate to social situations.

Students learn that
- different situations require different language and behaviour
- texts reflect aspects of their own world
- texts are composed for specified audiences and purposes.

Syllabus code	Syllabus content
ES101ASL1DA1	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
ES101ASL1RC8	contribute appropriately to class discussions
ES101ASL1RC9	use questions and statements appropriately in class discussions
ES102AWR1DA3	develop an awareness of issues relating to the responsible use of digital communication
ES102AWR1RC6	use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English
ES103AHandDA1	demonstrate a growing understanding that handwriting and presentation of work needs to reflect audience and purpose in order to communicate effectively
ES104ARV1RRV6	make connections between a text and own life
ES106BSL2DA1	recognise that there are different ways of using spoken language to communicate
ES106BSL2DA2	demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose
ES106BSL2DA3	recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language
ES106BSL2DA4	explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
ES106BSL2UA3	understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACEL1437)
ES106BSL2RC1	greet people differently according to the relationship
ES107BWR2DA1	discuss the possible audiences of imaginative and informative texts
ES107BWR2DA2	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
ES107BWR2UA1	understand that some language in written texts is unlike everyday spoken language (ACELA1431)
ES107BWR2RC1	compose texts for known audience, eg self, class, other classes, parents
ES108BRV2DA2	identify some familiar texts and the contexts in which they are used (ACELY1645)
ES108BRV2DA6	identify some purposes of simple and imaginative texts
ES108BRV2DA7	identify the intended audience for a particular text and give reasons
ES110CTICDA1	understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media

Syllabus code	Syllabus content
ES111DETEP1	share responses to aspects of a text that relate to their own life
ES111DETEP2	engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment
ES111DETDA1	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
ES111DETDA2	understand that different languages and dialects may be spoken by family, classmates and community
ES111DETUA2	explore how language is used differently at home and school
ES111DETRC1	compare and connect own experiences to those depicted in stories
ES111DETRC6	respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources
ES111DETRC7	read and discuss stories that reflect students' social and cultural groups

ES1

Students recognise that imaginative and informative texts have different features.

Syllabus code	Syllabus content
ES107BWR2UA2	identify some differences between imaginative and informative texts (ACELY1648)
ES107BWR2UA3	identify that imaginative texts are about 'characters' that are represented by nouns and noun groups
ES108BRV2DA1	recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information
ES108BRV2DA5	recognise key differences between imaginative and informative texts
ES108BRV2RRV2	explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA1	recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

ES1

Students recognise that stories may be told in different ways.

Syllabus code	Syllabus content
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)

ES1 — Students understand that engagement with texts may be a source of pleasure.

Syllabus code	Syllabus content
ES101ASL1RC13	engage with and respond to a range of oral and aural texts for enjoyment and pleasure
ES101ASL1RC14	respond to the shared reading of texts for enjoyment and pleasure
ES106BSL2RC5	use music and/or actions to enhance the enjoyment and understanding of rhymes, poems, chants and songs
ES108BRV2DA1	recognise that there are different kinds of imaginative and informative texts for enjoyment and finding information
ES108BRV2RRV1	engage with shared stories and join in shared book activities on familiar and imaginary books
ES108BRV2RRV4	select simple print, visual and/or digital texts to read independently for enjoyment and pleasure
ES110CTICEP1	respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
ES110CTICEP2	share picture books and digital stories for enjoyment and pleasure
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA2	discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition
ES112ERLUA2	develop an appreciation for books, poetry and song and the importance of narrative

ES1

Students understand that narrative is a way of sharing and learning about life experiences.
They learn that stories
· can be real or imagined
· can be told through different modes and media
· have a beginning, a middle and an end.

Syllabus code	Syllabus content
ES101ASL1RC16	retell familiar stories, including in home language
ES104ARV1DACK3	identify and compare similar ideas, characters and settings in texts
ES104ARV1RRV3	predict meaning using elements of texts prior to reading
ES104ARV1RRV5	identify literal meanings presented in texts, eg character, setting and events
ES104ARV1RRV8	retell a familiar story in sequence and identify main idea
ES104ARV1RRV9	create visuals that reflect character, setting and events
ES107BWR2DA2	understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)
ES107BWR2UA2	identify some differences between imaginative and informative texts (ACELY1648)
ES107BWR2UA3	identify that imaginative texts are about 'characters' that are represented by nouns and noun groups
ES108BRV2DA5	recognise key differences between imaginative and informative texts
ES108BRV2DA6	identify some purposes of simple and imaginative texts
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)
ES108BRV2RRV2	explore sequencing of a story, focusing on the beginning, middle and end and recognise cultural patterns of storytelling, eg 'Once upon a time', the Dreaming
ES110CTICDA1	understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA1	recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
ES110CTICRC2	respond to a range of imaginative and creative texts, including visual media
ES110CTICRC3	retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
ES110CTICRC4	share feelings and thoughts about the events and characters in texts (ACELT1783)
ES111DETDA1	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
ES111DETRC1	compare and connect own experiences to those depicted in stories

ES1 Related syllabus content | Narrative

Syllabus code	Syllabus content
ES111DETRC5	respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities
ES111DETRC6	respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources
ES111DETRC7	read and discuss stories that reflect students' social and cultural groups
ES112ERLUA2	develop an appreciation for books, poetry and song and the importance of narrative

ES1

Students understand that opinions can be articulated in and through texts.
Students learn that
• opinions, preferences for and ideas about texts and authors may differ.

Syllabus code	Syllabus content
ES101ASL1RC4	communicate with peers and familiar adults about personal experience
ES108BRV2DA3	understand that readers/viewers may have varied and individual responses to a text

ES1

Students recognise that different voices are represented in texts.

Syllabus Code	Related syllabus content
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)
ES110CTICUA1	recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
ES110CTICUA2	discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition
ES110CTICRC1	use imagination to represent aspects of an experience using written text, drawings and other visual media
ES110CTICRC2	respond to a range of imaginative and creative texts, including visual media
ES110CTICRC3	retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
ES111DETDA1	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
ES111DETRC8	begin to recognise points of view in text

ES1

Students understand that aspects of the real world and of their imagination may be represented in different modes and media.

Syllabus Code	Related syllabus content
ES101ASL1RC3	deliver short oral presentations to peers (ACELY1647)
ES101ASL1RC5	describe an object of interest to the class, eg toy, pet
ES102AWR1RC1	create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
ES102AWR1RC4	compose texts on familiar topics using pictures and graphics to support their choice of words
ES102AWR1RC5	experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences
ES103AHandRC7	construct texts using software including word processing programs (ACELY1654)
ES104ARV1RRV9	create visuals that reflect character, setting and events
ES106BSL2RC4	compose texts to communicate feelings, needs, opinions and ideas
ES107BWR2RC2	compose texts using drawings and other visual media to create meaning
ES108BRV2UA4	explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
ES110CTICRC1	use imagination to represent aspects of an experience using written text, drawings and other visual media
ES110CTICRC3	retell familiar literary texts through performance, use of illustrations and images (ACELT1580)
ES110CTICRC6	communicate the purposes of drawings and other visual media
ES111DETRC2	compose simple written and visual texts that include aspects of home, personal and local community life
ES111DETRC3	use visual, multimodal and digital processes to represent simple aspects of home and community life
ES111DETRC4	respond to texts that depict aspects of home and community life, eg short films and digital texts

ES1

Students understand that arrangements of words and /or images convey information and express feelings and thoughts.

They learn that

• there are possibilities of choice of words.

Syllabus Code	Related syllabus content
ES102AWR1RC2	identify and use words around the classroom and in books during writing
ES102AWR1RC3	compose texts using some sight words and known words
ES102AWR1RC4	compose texts on familiar topics using pictures and graphics to support their choice of words
ES106BSL2UA3	understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
ES109BGPVDA2	show a growing awareness of words that enrich their vocabulary
ES109BGPVUAKV1	begin to build personal vocabulary
ES109BGPVUAKV3	demonstrate an awareness that some words have multiple meanings
ES109BGPVRC1	compose effective sentences in writing using appropriate word order
ES109BGPVRC3	attempt to incorporate unfamiliar words in writing
ES109BGPVRC4	use a growing vocabulary to describe everyday events and experience
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA1	recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)
ES110CTICUA2	discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition
ES110CTICRC1	use imagination to represent aspects of an experience using written text, drawings and other visual media
ES111DETUA1	understand that language can be used to describe likes and dislikes

ES1

Students understand that texts can convey a message.

Syllabus Code	Related syllabus content
ES104ARV1DACK3	identify and compare similar ideas, characters and settings in texts
ES104ARV1RRV8	retell a familiar story in sequence and identify main idea
ES106BSL2RC4	compose texts to communicate feelings, needs, opinions and ideas

ES1

Through their responding and composing students identify and interpret ideas and information in texts.

Code	Descriptor
ES101ASL1DA1	understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)
ES101ASL1DA2	understand how to communicate effectively in pairs and groups using agreed interpersonal conventions, active listening, appropriate language and taking turns
ES101ASL1UA1	begin to identify some language features of familiar spoken texts in classroom interactions
ES101ASL1UA2	communicate appropriately and effectively within the classroom using agreed conventions, eg staying on topic, asking for and offering assistance
ES101ASL1UA3	recognise how 'and', 'but', 'then' link ideas in spoken texts
ES101ASL1UA4	attempt to match noun to pronoun in spoken text, eg 'My brother has a pet. He feeds his pet.'
ES101ASL1UA5	replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)
ES102AWR1DA1	drawing on their experience of language and texts, begin to understand that writing and representing can be used to convey an idea or message
ES102AWR1UA1	know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)
ES102AWR1RC2	identify and use words around the classroom and in books during writing
ES102AWR1RC3	compose texts using some sight words and known words
ES104ARV1DACK1	identify some familiar written symbols in context, eg logos, computer icons and commands, labels of packages, signs
ES104ARV1DACK2	identify unfamiliar words and attempt to use experience and context to work out word meanings
ES104ARV1UA1	understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)
ES104ARV1UA4	identify a sentence in imaginative and informative texts and understand its meaning
ES104ARV1UA6	recognise grammatical patterns when reading to assist in making meaning, eg locating words that tell who, what, when or where in texts
ES104ARV1DAPK3	recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)
ES104ARV1DAPK4	consistently identify words that start with the same initial sound
ES104ARV1DAPK5	segment words into onset and rime
ES104ARV1DAPK6	identify the beginning and end sounds of words

Code	Descriptor
ES104ARV1DAPK7	orally blend two or three sounds to make a word
ES104ARV1DAPK8	segment simple spoken words into separate sounds
ES104ARV1DAPK9	identify the new word when asked to delete or add a phoneme (sound) to an existing spoken word
ES104ARV1DAGPSSK1	recognise high-frequency words, including own name
ES104ARV1DAGPSSK2	read and understand some sight words in simple, predictable texts
ES104ARV1DAGPSSK3	identify most of the sounds and name all letters in a given word
ES104ARV1DAGPSSK4	use phonological strategies when reading, including letter–sound relationships
ES104ARV1DAGPSSK5	use knowledge of letters and sounds to decode words, including those in initial, final and medial positions
ES104ARV1DAGPSSK6	manipulate letters to assist reading, eg delete an onset to make a new word, delete a rime to say an onset
ES104ARV1RRV1	read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)
ES104ARV1RRV2	use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)
ES104ARV1RRV3	predict meaning using elements of texts prior to reading
ES104ARV1RRV4	read one or more sentences correctly and for meaning in environmental/print texts
ES104ARV1RRV5	identify literal meanings presented in texts, eg character, setting and events
ES104ARV1RRV7	interpret meaning by responding to an inferential question
ES104ARV1RRV8	retell a familiar story in sequence and identify main idea
ES104ARV1RRV9	create visuals that reflect character, setting and events
ES104ARV1RRV10	use context to predict meaning in written texts to supplement decoding attempts
ES104ARV1RRV11	make acceptable substitutions when reading simple texts
ES105ASpDA1	understand that initial approximations can lead to correct formal spelling
ES105ASpUA1	spell unknown words phonetically with closer approximations
ES105ASpUA2	know how to use onset and rime to spell words (ACELA1438)
ES105ASpUA3	identify patterns in words leading to the identification of word families
ES105ASpUA4	use and write beginning and ending sounds of spoken words
ES105ASpUA5	know that letters are used to represent sounds when writing words
ES105ASpRC1	use approximations and some conventional spelling
ES105ASpRC2	attempt to spell unknown words using simple strategies, eg segmenting
ES105ASpRC3	spell some common words accurately in their own writing
ES105ASpRC4	vocalise or subvocalise words when trying to write them
ES105ASpRC5	use plural form when spelling some words
ES106BSL2DA1	recognise that there are different ways of using spoken language to communicate
ES106BSL2DA2	demonstrate a developing understanding of language used at school and expectations for using spoken language according to audience and purpose

ES1 Related syllabus content | Understanding

Code	Descriptor
ES106BSL2DA3	recognise different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language
ES106BSL2DA4	explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
ES106BSL2DA5	understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)
ES106BSL2UA1	begin to identify some language features of familiar spoken texts
ES106BSL2UA2	identify the difference between a question and a statement
ES106BSL2UA3	understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)
ES106BSL2RC3	recognise and interpret a simple instruction from teachers and peers
ES107BWR2DA3	discuss the different purposes of drawing and writing in simple texts
ES107BWR2UA1	understand that some language in written texts is unlike everyday spoken language (ACELA1431)
ES107BWR2UA2	identify some differences between imaginative and informative texts (ACELY1648)
ES107BWR2UA3	identify that imaginative texts are about 'characters' that are represented by nouns and noun groups
ES107BWR2UA4	demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs
ES108BRV2DA3	understand that readers/viewers may have varied and individual responses to a text
ES108BRV2UA5	identify some features of texts including events and characters and retell events from a text (ACELT1578)
ES109BGPVDA1	begin to understand that grammar, punctuation and vocabulary are needed to achieve the purpose of the text
ES109BGPVDA2	show a growing awareness of words that enrich their vocabulary
ES109BGPVUALFF1	recognise that texts are made up of words and groups of words that make meaning (ACELA1434)
ES109BGPVUALFF2	recognise that sentences are key units for expressing ideas (ACELA1435)
ES109BGPVUALFF3	identify statements, questions, commands and exclamations and their functions in texts
ES109BGPVUALFF5	demonstrate an awareness of nouns, pronouns and conjunctions
ES109BGPVUALFF6	recognise simple pronoun references to maintain meaning
ES109BGPVUALFF7	understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)
ES109BGPVUALFF8	identify features of sentence punctuation, eg question marks and exclamation marks, when reading and composing
ES109BGPVUAKV1	begin to build personal vocabulary
ES109BGPVUAKV2	know the meaning of commonly used words
ES109BGPVUAKV3	demonstrate an awareness that some words have multiple meanings
ES109BGPVRC1	compose effective sentences in writing using appropriate word order
ES110CTICRC6	communicate the purposes of drawings and other visual media

ES1 Related syllabus content | Understanding

Code	Descriptor
ES111DETDA1	recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)
ES111DETUA1	understand that language can be used to describe likes and dislikes
ES111DETRC5	respond to Dreaming stories, eg stories from local Aboriginal and Torres Strait Islander communities
ES111DETRC6	respond to literature and a variety of other texts from a range of storytellers and cultures, using picture books and online sources
ES111DETRC8	begin to recognise points of view in text

ES1

Students engage with texts for enjoyment and pleasure, expressing preferences and opinions. In their responding and composing they draw on their own feelings, experiences and culture.

ES101ASL1RC1	use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)
ES101ASL1RC2	listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
ES101ASL1RC3	deliver short oral presentations to peers (ACELY1647)
ES101ASL1RC4	communicate with peers and familiar adults about personal experience
ES101ASL1RC5	describe an object of interest to the class, eg toy, pet
ES101ASL1RC6	express a point of view about texts read and/or viewed
ES101ASL1RC7	respond to simple questions either verbally or non-verbally
ES101ASL1RC13	engage with and respond to a range of oral and aural texts for enjoyment and pleasure
ES101ASL1RC14	respond to the shared reading of texts for enjoyment and pleasure
ES101ASL1RC15	recite short, simple poems
ES102AWR1DA2	share writing with others for enjoyment
ES106BSL2RC4	compose texts to communicate feelings, needs, opinions and ideas
ES108BRV2RRV4	select simple print, visual and/or digital texts to read independently for enjoyment and pleasure
ES108BRV2RRV5	discuss familiar written and visual texts
ES110CTICEP1	respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)
ES110CTICEP2	share picture books and digital stories for enjoyment and pleasure
ES110CTICDA2	engage with and appreciate the imaginative use of language through storytelling
ES110CTICUA2	discuss creative language features in imaginative texts that can enhance enjoyment, eg illustrations, repetition
ES110CTICRC2	respond to a range of imaginative and creative texts, including visual media
ES110CTICRC4	share feelings and thoughts about the events and characters in texts (ACELT1783)
ES110CTICRC5	discuss intended personal writing topics to form the basis for composing
ES111DETEP1	share responses to aspects of a text that relate to their own life
ES111DETEP2	engage with a variety of simple texts and begin to understand that readers draw on their own knowledge to make meaning and enhance enjoyment
ES111DETRC2	compose simple written and visual texts that include aspects of home, personal and local community life
ES111DETRC3	use visual, multimodal and digital processes to represent simple aspects of home and community life

ES111DETRC4	respond to texts that depict aspects of home and community life, eg short films and digital texts
ES112ERLUA2	develop an appreciation for books, poetry and song and the importance of narrative
ES112ERLRC4	discuss likes and dislikes after reading texts

ES111DETRC4	respond to texts that depict aspects of home and community life, eg short films and digital texts
ES112ERLUA2	develop an appreciation for books, poetry and song and the importance of narrative
ES112ERLRC4	discuss likes and dislikes after reading texts

ES1

Students make connections between a text and their own life. They identify the elements of a text and the relationship between words and images.

Syllabus Code	Related syllabus content
ES102AWR1RC4	compose texts on familiar topics using pictures and graphics to support their choice of words
ES102AWR1RC6	use opportunities to write in their home language and dialect and make basic connections with English, including Aboriginal languages and Aboriginal English
ES104ARV1DACK3	identify and compare similar ideas, characters and settings in texts
ES104ARV1RRV6	make connections between a text and own life
ES111DETRC1	compare and connect own experiences to those depicted in stories

ES1

Students use their imagination and understanding of textual concepts to represent aspects of their experience, experimenting with different modes and media.

Syllabus Code	Related syllabus content
ES102AWR1RC1	create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)
ES102AWR1RC5	experiment with basic visual, multimodal and digital processes to represent some simple ideas expressed in texts and to convey experiences
ES109BGPVUALFF4	experiment with adverbial phrases in structured and guided activities to indicate when, where and how actions occurred, eg last week, at home
ES109BGPVRC3	attempt to incorporate unfamiliar words in writing
ES110CTICDA1	understand that imaginative texts can be composed for a range of audiences and purposes, using a range of media
ES110CTICRC3	retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

ES1

As students are learning to read, write and interact with adults and their peers, they are made aware of their learning processes. How to learn is made as important to them as what to learn as they develop strategies for reading, writing, speaking and listening individually and in groups.

Syllabus Code	Related syllabus content
ES104ARV1RRV12	begin to use self-correction strategies, eg rereading, pausing, using picture cues and semantic and syntactic skills, to make meaning from print and non-print texts
ES104ARV1RRV13	use with increasing awareness appropriate reading behaviours, eg pitch, intonation and fluency
ES107BWR2RC3	reread own texts with peers and known adults and explain the purpose for the writing
ES112ERLDA1	develop a growing understanding of how a rich text environment underpins learning
ES112ERLDA2	begin to recognise that there are different ways of learning in English
ES112ERLDA3	demonstrate an emerging awareness of criteria to enable the successful completion of tasks
ES112ERLUA1	contribute to guided discussion about how people learn to read and write
ES112ERLRC1	discuss what it means to be an active listener
ES112ERLRC2	discuss what it means to be a cooperative group member
ES112ERLRC3	reflect on own reading and discuss the pleasure and challenges of learning to read
ES112ERLRC4	discuss likes and dislikes after reading texts