Domain: English

Structure of the domain

The English domain is organised into six sections, one for each level of achievement from Level 1 to Level 6. Each level includes a learning focus statement and a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In English, standards for assessing and reporting on student achievement apply from Level 1.

Level 1

Learning focus

As students work towards the achievement of Level 1 standards in English, they draw on a range of experiences and skills with texts and language used at home and in the community when speaking, listening, reading and writing to establish a foundation for English learning in the school context.

Students learn to read simple, predictable texts that have familiar content. Texts at this level have simple sentences and predominantly oral language patterns, and include repetition of phrases and illustrations that represent the main ideas such as picture books. Students learn
that print text maintains a constant message, and they use title, illustrations and knowledge of a text topic to predict meaning in texts.

They explore the purpose, formation and conventions of print and develop a working understanding of how sounds are represented alphabetically. To make meaning they use context and information about words, letters, combinations of letters and the sounds associated with them. They expand their vocabulary and use illustrations to extend meaning. With support they select their own reading material from a small range of familiar texts.

Students begin to compose simple texts about personally significant topics for their own purposes and audiences. When writing words and simple sentences they draw on their knowledge of the alphabet and its relationship with the sound system, conventional letters, groups of letters and some simple punctuation such as full stops and capital letters to communicate meaning.

They begin to recognise that writing is used to convey ideas, feelings and information, and they discuss the purposes of their writing and the sources of their ideas. They learn to form letters correctly and to use a range of writing implements.

Students regularly make brief presentations on a specified topic to small groups or the whole class, learning to speak at an appropriate volume and pace for listeners’ needs. They practise sequencing main events and ideas coherently and self-correct by rephrasing when meaning is not clear. They contribute ideas during class and group discussion, and follow simple instructions. They learn to retell what they have heard and ask and answer simple questions for information and clarification.

Students learn and practise the skills of being attentive listeners in formal and informal classroom situations. They listen and respond to a range of simple texts, including books read aloud, audio tapes and films, and to brief spoken texts that deal with familiar ideas and information. Students begin to adjust their speaking and listening to suit context, purpose and audience in order to communicate meaning and to understand others. When sharing and responding to ideas and information in print, visual and electronic texts, students make connections with their own experiences and ideas.

**Standards**

**Reading**
At Level 1, students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound–letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.

**Writing**

At Level 1, students write personal recounts and simple texts about familiar topics to convey ideas or messages. In their writing, they use conventional letters, groups of letters, and simple punctuation such as full stops and capital letters. Students are aware of the sound system and the relationships between letters and sounds in words when spelling. They form letters correctly, and use a range of writing implements and software.

**Speaking and listening**

At Level 1, students use spoken language appropriately in a variety of classroom contexts. They ask and answer simple questions for information and clarification, contribute relevant ideas during class or group discussion, and follow simple instructions. They listen to and produce brief spoken texts that deal with familiar ideas and information. They sequence main events and ideas coherently in speech, and speak at an appropriate volume and pace for listeners’ needs. They self-correct by rephrasing a statement or question when meaning is not clear.

**Level 2**

**Learning focus**

As students work towards the achievement of Level 2 standards in English, they extend their knowledge of how language is used in a range of written and spoken texts. With teacher support and through the sharing of texts, students develop a consciousness of texts – how they are constructed and the purposes they fulfil.

Students work towards independence in reading short texts with familiar ideas and information, some illustrations, predictable structures, uncomplicated sentences, a variety of tenses and a small amount of unfamiliar vocabulary. These include imaginative texts such as stories and poems, everyday texts and informative texts in print and electronic form. They develop strategies for reading texts, for example predicting meanings using semantic, syntactic and graphophonic cues. They learn to self-correct when reading aloud. They read and retell ideas in sequence using unfamiliar vocabulary and phrases from the text. They comment and act upon information.
Students engage in individual, small group and teacher-directed activities in which they read a variety of texts and explore the wide range of purposes, contexts and audiences for which texts are produced. They learn to recognise that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience. Through class discussions they consider the opinions and viewpoints of others and become aware that there are different interpretations of texts. They begin to connect the themes and ideas in texts to their own knowledge and experience.

Students write short texts that include several related ideas in sequence, and, where relevant, combine writing with drawing or computer graphics. They experiment with more complex grammatical features, such as ways of linking ideas in sentences using pronouns, conjunctions and adverbial phrases indicating time and place. They begin to spell frequently used words accurately (for example, come, going, like), most words of one syllable with regular spelling (for example, sharp, thick, star), and some two-syllable words with regular spelling (for example, sunny, playing). They learn to use capital letters, full stops and question marks correctly. They learn strategies for planning, composing, revising and editing their writing. They begin to expand their vocabulary and use resources such as dictionaries and spell-checking software. They experiment with written and electronic publishing options. When handwriting, they practise correct letter formation.

In planned and spontaneous activities, students explore the structures and features of language in spoken texts. They become increasingly aware of how and why their own speaking needs to be varied to suit different situations and audiences. Students focus on organising their ideas to make themselves understood and, with guidance, develop strategies to improve oral presentations, for example, by varying volume and pace.

Students practise the skills of being attentive listeners in a wider range of contexts. They listen to spoken texts that deal with familiar ideas and information, recall some of the main ideas and information presented, and use questions to clarify meaning. They listen to and interpret texts such as serialised readings or films.

Standards

Reading

At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and
patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They predict plausible endings for stories and infer characters’ feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.

Writing

At Level 2, students write short sequenced texts that include some related ideas about familiar topics. They write texts that convey ideas and information to known audiences. They select content, form and vocabulary depending on the purpose for writing, and describe the purpose and audience for their own and others’ writing. They use appropriate structures to achieve some organisation of the subject matter. They link ideas in a variety of ways using pronouns, conjunctions and adverbial phrases indicating time and place.

They accurately spell frequently used words, and make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They use capital letters, full stops and question marks correctly. They reread their own writing and use a range of editing resources to revise and clarify meaning. They write upper- and lower-case letters legibly with consistent size, slope and spacing.

Speaking and listening

At Level 2, students listen to and produce spoken texts that deal with familiar ideas and information. They demonstrate, usually in informal situations, that they are able to speak clearly using simple utterances and basic vocabulary. They organise spoken texts using simple features to signal beginnings and endings. They vary volume and intonation patterns to add emphasis. They contribute to group activities by making relevant comments and asking clarifying questions to facilitate communication. After listening to short live or recorded presentations, they recall some of the main ideas and information presented. They listen to others and respond appropriately to what has been said.

Level 3

Learning focus

As students work towards the achievement of Level 3 standards in English, they speak, listen, read and write with some critical awareness, using a growing variety of text types and show some appreciation of the role of formal discourses in English.
Students read an increasing range of texts including imaginative texts such as chapter books, junior novels and poems, as well as informative texts, in print and electronic form. Texts typically have varied sentence patterns, written language structures and some specialised topic-related or literary vocabulary, and ideas and information extending beyond students’ immediate experience. Students use a range of strategies to interpret the main ideas and purpose of texts – for example, interpreting figurative language or linking information from headings – and explore characters’ qualities, motives and actions. Through discussion, students develop their understanding of why interpretations of a text may vary, and how the choice of subject matter is influenced by context, the author’s purpose, and the intended audience. They read more critically and learn about the use of some simple symbolic meanings and stereotypes in texts.

Students develop confidence in writing a range of imaginative and informative texts, including simple narratives and descriptions, and texts that explain, inform and express a point of view. They draw on their knowledge of texts and language and learn to use a variety of sentences in appropriate grammatical order, using suitable vocabulary for the subject matter including nouns, verbs, adjectives and adverbs, and punctuating appropriately to support meaning including exclamation marks and quotation marks. They learn to spell most one- and two-syllable words with regular spelling patterns (for example, growing, found, might), frequently used words which have less regular spelling patterns (for example, because, there, friends), and some other words of more than one syllable (for example, yesterday, afternoon, money). They make plausible attempts at spelling new and more difficult words. They experiment with combining verbal and visual elements to enhance the texts they produce.

Students develop strategies for writing to assist in planning and organising ideas prior to writing, and adapt their writing to suit their audience and purpose. They learn to use a range of resources, including information and communications technology, to revise written work and check spelling.

Students recognise that speaking and listening provide opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others. They participate in discussions, conversations and presentations in small and large groups, learning to vary their speaking and listening to suit the context, purpose and audience. In spontaneous, planned and rehearsed situations they learn how to project their voice adequately for an audience and to use appropriate spoken language features such as sequence and past tense when recounting an event. When speaking, they recognise the need to rephrase statements to clarify meaning and information.

Students develop skills in listening attentively during class and group discussions, and to factual spoken texts such as audio, film and invited presentations. They practise identifying
the topic, retelling information accurately, asking clarifying questions, volunteering information and justifying opinions.

Standards

Reading

At Level 3 students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative texts about plot and setting and about characters’ qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.

Writing

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They write narratives which include characters, setting and plot. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information. They write a variety of simple and compound sentences and use verb tenses correctly. They use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks. They use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns. They use sound and visual patterns when attempting to spell unfamiliar words.

Speaking and listening

At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
Level 4

Learning focus

As students work towards the achievement of Level 4 standards in English, they consolidate and build on their foundational learning in English related to texts and language.

Students compose, comprehend and respond to an expanding range of texts in print and audiovisual and electronic forms that contain increasingly unfamiliar concepts, themes, information and issues. With guidance, they reflect on reading, viewing, writing, speaking and listening in ways that develop considered and critical approaches to a range of texts. These include extended literary texts such as novels, short stories, poetry and non-fiction; everyday texts; and media texts including newspapers, film and websites.

Students explore the relationship between the purpose and audience of texts and their structures and features, for example: sentence and paragraph structure, grammar, figurative language and organising structures in print texts; features of visual texts; and sound effects, characterisation and camera angles used in film. They develop their knowledge of how texts are constructed for particular purposes, and examine and challenge generalisations and simplistic portrayals of people and social and cultural issues. They learn how to draw evidence from texts to support their points of view. They experiment with several strategies when interpreting texts containing some unfamiliar ideas and information, for example, reading on, using diagrams, and differentiating between statements of fact or opinion.

Students write texts for a range of purposes that demonstrate their developing understanding of the way imagery, characterisation, dialogue, point of view, plot and setting contribute to the meaning of written and multimodal texts. They use this reflection, and their developing knowledge of the generic structures of different types of texts (such as narratives, reports and arguments), as the basis for composing an increasing range of written and spoken texts. Students become more systematic in their use of strategies for writing (including note-making, using models, planning, editing and proofreading) and make decisions about appropriate structures and features of language in texts for different purposes and audiences. They develop terminology or metalanguage to talk about and describe particular structures and features of language. They develop a multi-strategy approach to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns, and select vocabulary for precise meaning.
Students engage in exploratory talk to share and clarify their ideas, to formulate simple arguments and to seek the opinions of others. They participate in oral interactions for different purposes, including entertaining, informing and influencing others. Students learn to sustain a point of view, and provide succinct accounts of personal experiences or events. They experiment with spoken language features such as pace, pitch and pronunciation to enhance meaning as they plan, rehearse and reflect on their presentations. They build their capacity to combine verbal and visual elements in texts to communicate ideas and information by using, for example, presentation software or overheads.

When listening, students practise identifying the main idea and supporting details of spoken texts and summarising them for others. They begin to identify opinions offered by others, propose other viewpoints, and extend ideas in a constructive manner.

Standards

Reading

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how socio-cultural values, attitudes and beliefs are presented in texts. They analyse imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

Writing

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing. They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes. They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions. They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns.

They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.
**Speaking and listening**

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.