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Language strand

Year 1

understand that written language uses different types of punctuation; understand that question marks and exclamation marks signal sentences that make statements, ask questions, express emotion or give commands; use capital letters for proper nouns

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Year 3

understand that apostrophes are used to show singular possession and that apostrophes also signal missing letters and contractions, which are a feature of informal language

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Year 10

understand the punctuation conventions for referencing and citing others for formal and informal purposes

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Achievement Standard - Foundation

Public Consultation

By the end of the Foundation year, students listen and respond to others, sharing thoughts, asking questions and following instructions. They listen to familiar texts and recall events and key ideas. They use vocabulary, background knowledge and predicting and questioning strategies to understand content. They use words and phrases acquired from learning and texts. They listen for and identify rhyme, letter patterns and sounds (phonemes) in words and can orally segment one- and two-syllable words. They present short, spoken texts to express likes, dislikes and experiences, and to demonstrate learning.

They read imaginative and informative texts that may be decodable and/or predictable, drawing on their developing knowledge of concepts of print, sounds and letters (phonemes and graphemes) and decoding and self-monitoring strategies. They name the letters of the English alphabet and know and use the most common sounds (phonemes) represented by these letters. They read high-frequency words and orally blend and segment regular one-syllable words with taught grapheme–phoneme correspondences. They understand that there are different types of texts that have particular features and they can identify features of familiar texts and describe some connections between print and visual elements in these texts. They make connections between texts and their personal experience when reading, viewing and comprehending.

They use writing and multimodal elements to create texts that retell events or information, state their thoughts and feelings or innovate on a text, using familiar vocabulary. Their writing shows evidence of letter and sound (grapheme and phoneme) knowledge, and (grammatical) knowledge of simple sentences, capital letters and full stops. They write using unjoined upper-case and lower-case letters.

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