

Literacy Learning Progression

As students learn skills like reading, writing, spelling and adding, their progress can be tracked, as these skills are usually developed in a predictable order. The Literacy and Numeracy Learning Progressions, on the Australian Curriculum website, show the order in which most students develop these skills.

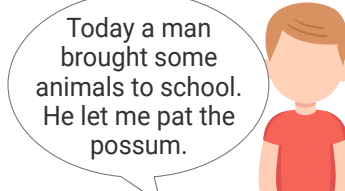
You can use the Literacy and Numeracy Learning Progressions to see where your child might be up to in their development of a particular skill, such as telling the time or writing words. You can also see the next typical steps in the development of this skill.

How does my child learn speaking skills?

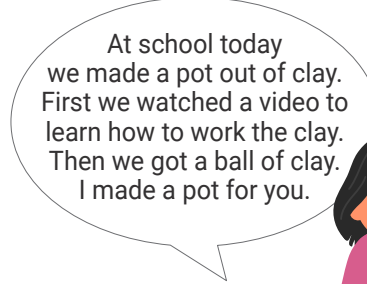
Note: Most children learn to listen and talk within the home environment. This information relates to the speaking skills that help children learn.



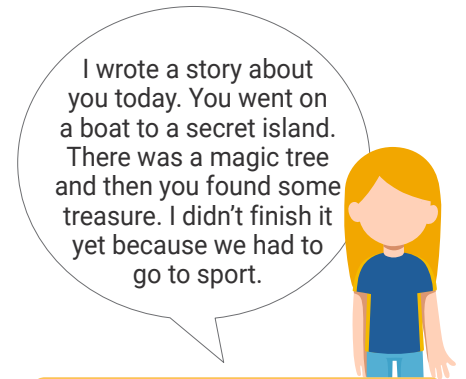
Hi Grandma!
Come and see
my new toy.



Today a man
brought some
animals to school.
He let me pat the
possum.



At school today
we made a pot out of clay.
First we watched a video
to learn how to work the clay.
Then we got a ball of clay.
I made a pot for you.



I wrote a story about
you today. You went on
a boat to a secret island.
There was a magic tree
and then you found some
treasure. I didn't finish it
yet because we had to
go to sport.

What you might see your child doing



Greets others and introduces themselves. Starts a conversation.

Recounts an activity or experience from their day at school. Talks about how and why they did something. Describes a place or thing with a few details and by comparing it with something similar.

Talks about new experiences or topics learnt at school in a few connected sentences. Includes specific words, e.g. warmer, cold, frozen when talking about temperature. Changes the volume of their speech in different circumstances.

Starts conversations with an introduction. Includes more details when recounting an experience. Speaks differently to different people, e.g. adults, younger children. Explains their thoughts and actions, e.g. I didn't finish my apple because it was sour.

How your child learns speaking skills



Uses simple, appropriate personal greetings. Uses appropriate word choices to communicate with familiar people.

Retells personal events and experiences to peers and known adults. Uses familiar spoken language to communicate connected ideas. Uses common time and causal connectives to relate ideas (e.g. then, because). Shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts).

Organises key ideas in logical sequence. Uses connectives to sequence ideas (e.g. first, then, next, finally). Uses some varying intonation or volume for emphasis. Takes turns in interactions.

Elaborates on ideas using a short sequence of sentences. Uses conditional vocabulary to expand upon ideas (e.g. If Goldilocks ate all the porridge, the bears would be hungry). Asks relevant questions for clarification or to find out others' ideas (e.g. What do you think about that?). Sequences ideas and events appropriately.

Speaking level 1

Speaking level 3
Interacting level 2

Speaking level 3
Interacting level 3

Speaking level 4
Interacting level 3

Foundation

Year 1