

## English – Connections between the achievement standards and content descriptions, Foundation to Level 2

Students are assessed using the achievement standards at each level. The achievement standards explicate the interconnections between the strands to create the key sets of skills in English. Achievement standards are organised via the language modes (Speaking and Listening, Reading and Viewing, and Writing). At each level, the achievement standards – organised by language mode – meaningfully connect content descriptions in sub-strands from each of the 3 strands, describing skill sets that are essential to learning in the English curriculum.

The following table maps the connections between parts of the achievement standards and the content descriptions in the sub-strands. Teachers can use this table when planning for teaching and assessment, connecting what they teach and what their students learn (the content descriptions) with what students can demonstrate (the achievement standards).

	Foundation	Level 1	Level 2
<b>Part of the achievement standard to be assessed</b>			
<b>Language mode</b>	<b>Achievement standard extract</b>		
<b>Speaking and Listening</b>	When interacting with others, students explore vocabulary used in familiar contexts and how language changes in different contexts. They share thoughts and preferences.	When interacting with others, students understand the vocabulary of curriculum area topics and use language, facial expressions and gestures when requesting, exclaiming and commanding. They use turn-taking skills. They explore language to express preferences and opinions.	When interacting with others, students apply learnt vocabulary and vary language choices depending on context, actively listen to others, and extend their own ideas. They explore the language of appreciation and provide reasons for preferences.
<b>Connected content descriptions</b>			
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>		
Language for interacting with others (Language)	explore how language is used differently at home and school depending on the relationships between people VC2EFLA01 explore different ways of using language to express preferences, likes and dislikes VC2EFLA02	explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands VC2E1LA01 explore language to provide reasons for likes, dislikes and preferences VC2E1LA02	explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions VC2E2LA01 explore how language can be used for appreciating texts and providing reasons for preferences VC2E2LA02
Language for expressing and developing ideas (Language)	recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school VC2EFLA08	recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09	apply learnt vocabulary and begin to make conscious choices to suit the topic VC2E2LA09
Literature and contexts (Literature)	discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01	discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E1LE01	discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E2LE01
Engaging with and responding to literature (Literature)	respond to stories and share feelings and thoughts about the events and characters depicted VC2EFLE02	discuss a range of literary texts and share responses by making connections with their own experiences VC2E1LE02	compare features of a range of literary texts, such as characters and settings, and share personal preferences VC2E2LE02
Interacting with others (Literacy)	interact in informal and structured situations, using appropriate voice levels and listening while others read or speak VC2EFLY01	use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the read or spoken contributions of others, and contributing ideas and questions VC2E1LY01	use interaction skills when engaging with topics and texts, actively listening to others, receiving instructions and extending their own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions VC2E2LY01

	Foundation	Level 1	Level 2
<b>Part of the achievement standard to be assessed</b>			
<b>Language mode</b>	<b>Achievement standard extract</b>		
<b>Speaking and Listening</b>	When speaking to an audience, students deliver short spoken texts, including retelling stories and reporting events, using features of voice.	When speaking to an audience, students deliver short spoken texts, engaging with personal or learnt topics, using features of voice.	When speaking to an audience, students deliver short spoken texts, engaging with topics for a familiar audience and appropriate for purpose, using features of voice.
<b>Connected content descriptions</b>			
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>		
Language for interacting with others (Language)	<p>explore how language is used differently at home and school depending on the relationships between people</p> <p>VC2EFLA01</p> <p>explore different ways of using language to express preferences, likes and dislikes</p> <p>VC2EFLA02</p>	<p>explore how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands</p> <p>VC2E1LA01</p> <p>explore language to provide reasons for likes, dislikes and preferences</p> <p>VC2E1LA02</p>	<p>explore how interpersonal language choices vary depending on the context, including the different roles taken on in interactions</p> <p>VC2E2LA01</p> <p>explore how language can be used for appreciating texts and providing reasons for preferences</p> <p>VC2E2LA02</p>
Language for expressing and developing ideas (Language)	<p>recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school</p> <p>VC2EFLA08</p>	<p>recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas</p> <p>VC2E1LA09</p>	<p>apply learnt vocabulary and begin to make conscious choices to suit the topic</p> <p>VC2E2LA09</p>
Interacting with others (Literacy)	<p>deliver short spoken texts to an audience using features of voice</p> <p>VC2EFLY02</p>	<p>deliver short spoken texts to an audience using features of voice</p> <p>VC2E1LY02</p>	<p>deliver short spoken texts to an audience using features of voice</p> <p>VC2E2LY02</p>
Texts in context (Literacy)	<p>identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used</p> <p>VC2EFLY10</p>	<p>discuss different types of texts drawn from a range of cultures and experiences</p> <p>VC2E1LY10</p>	<p>discuss how similar topics and information are presented in different types of texts</p> <p>VC2E2LY08</p>
Phonic and word knowledge (Literacy)	<p>recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness)</p> <p>VC2EFLY03</p> <p>orally blend, segment and manipulate one-syllable words (phonemic awareness)</p> <p>VC2EFLY04</p>	<p>blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable</p> <p>VC2E1LY03</p>	
Creating texts (Literacy)	<p>create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge</p> <p>VC2EFLY13</p>	<p>create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion</p> <p>VC2E1LY13</p>	<p>create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate</p> <p>VC2E2LY11</p>

	Foundation	Level 1	Level 2
<b>Part of the achievement standard to be assessed</b>			
<b>Language mode</b>	<b>Achievement standard extract</b>		
<b>Reading and Viewing</b>	When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate phonemes in one-syllable words, and use knowledge of letters and sounds to read consonant-vowel-consonant (CVC) words. They read some high-frequency words and identify boundary punctuation.	When listening, reading and viewing, students engage with a range of different types of texts, including decodable and authentic texts, using developing phonic knowledge.  They blend, segment and manipulate words with one and 2 syllables. They read an increasing number of high-frequency words and understand boundary punctuation.	When reading and viewing, students engage with a range of different types of texts for meaning.  They read using phonic, morphemic and vocabulary knowledge; grammatical knowledge such as compound sentences, noun and verb groups; and knowledge of punctuation.  They read some unfamiliar words and most high-frequency words.
<b>Connected content descriptions</b>			
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>		
Text structure and organisation (Language)	understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03  understand concepts about print in print and digital texts, including how books and simple digital texts are usually organised VC2EFLA04	explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain VC2E1LA03  understand how concepts about print in printed and digital texts are organised using features such as page numbers, tables of contents, headings and titles, navigation buttons, swipe screens, verbal commands, links and images VC2E1LA05	identify how different types of texts across the curriculum are organised differently and use language features depending on purposes VC2E2LA03  navigate print and digital texts using chapters, tables of contents, indexes, sidebar menus, drop-down menus or links VC2E2LA05
Language for expressing and developing ideas (Language)	recognise that sentences are key units for expressing ideas VC2EFLA05  recognise that sentences are made up of groups of words that work together in particular ways to make meaning VC2EFLA06  explore the contribution of images, words and sound to meaning in stories and informative texts VC2EFLA07  recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school VC2EFLA08  identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end VC2EFLA09	understand that a simple sentence consists of a single independent clause representing a single event or idea VC2E1LA06  understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs) VC2E1LA07  compare how images and sound in different types of texts contribute to meaning VC2E1LA08  recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09  understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns VC2E1LA10	understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction VC2E2LA06  understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups VC2E2LA07  understand that images and sound add to or multiply the meanings of a text VC2E2LA08  apply learnt vocabulary and begin to make conscious choices to suit the topic VC2E2LA09  recognise that capital letters are used in titles and commas are used to separate items in lists VC2E2LA10
Literature and contexts (Literature)	discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01	discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E1LE01	discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E2LE01
Phonic and word knowledge (Literacy)	recognise and generate syllables, rhyming words, alliteration patterns and phonemes in spoken words (phonological awareness) VC2EFLY03	blend, segment and manipulate phonemes in words (phonemic awareness), including words with consonant blends at the beginning and end, and words with more than one syllable	use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness) VC2E2LY03

	Foundation	Level 1	Level 2
	<p>orally blend, segment and manipulate one-syllable words (phonemic awareness) VC2EFLY04</p> <p>use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme-grapheme correspondence knowledge) VC2EFLY05</p> <p>recognise and name all upper- and lower-case letters and know the most common phoneme-grapheme correspondences (sound-letter relationships) VC2EFLY06</p> <p>read and write some high-frequency words and other familiar words VC2EFLY07</p> <p>understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge) VC2EFLY08</p>	<p>VC2E1LY03</p> <p>use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words VC2E1LY04</p> <p>understand that a letter can represent more than one sound and that a syllable must contain a vowel sound VC2E1LY05</p> <p>spell one- and 2-syllable words with common letter patterns VC2E1LY06</p> <p>read and write an increasing number of high-frequency words VC2E1LY07</p> <p>recognise and know how to use grammatical morphemes to create word families VC2E1LY08</p>	<p>use phoneme-grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge) VC2E2LY04</p> <p>use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words VC2E2LY05</p> <p>build morphemic word families using knowledge of prefixes and suffixes VC2E2LY06</p>
Building fluency and making meaning (Literacy)	<p>read decodable and authentic texts using developing phonic knowledge, and make and monitor meaning using context and emerging grammatical knowledge VC2EFLY09</p>	<p>read decodable and authentic texts using developing phonic knowledge, phrasing and fluency, and make and monitor meaning using context and grammatical knowledge VC2E1LY09</p>	<p>read different types of texts with phrasing and fluency, using phonic and word knowledge, and make and monitor meaning by re-reading and self-correcting VC2E2LY07</p>
Analysing, interpreting and evaluating (Literacy)	<p>use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently VC2EFLY12</p>	<p>use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings VC2E1LY12</p>	<p>use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings VC2E2LY10</p>
<b>Part of the achievement standard to be assessed</b>			
<b>Language mode</b>	<b>Achievement standard extract</b>		
<b>Reading and Viewing</b>	<p>When demonstrating understanding of texts, students identify and make connections between characters, settings and events and their own feelings and thoughts.</p> <p>They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning.</p>	<p>When demonstrating understanding of texts, students discuss characters, settings, events and images, and make connections between texts and their personal experiences. They begin to build their understanding of literal and inferred meanings. They identify how types of texts, both print and digital, are organised for purpose and navigation. They compare how textual elements other than language, such as images and sounds, can contribute to meaning in texts.</p>	<p>When demonstrating understanding of texts, students discuss and compare connections between characters, settings and events, and draw on their knowledge of context to build literal and inferred meanings. They express personal preferences for particular texts.</p> <p>They describe how different types of texts across the curriculum, both print and digital, are organised for purpose and navigation. They understand that elements other than language – such as images and sounds – can multiply meanings in texts.</p>
<b>Connected content descriptions</b>			
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>		
Language for interacting with others (Language)	<p>explore different ways of using language to express preferences, likes and dislikes VC2EFLA02</p>	<p>explore language to provide reasons for likes, dislikes and preferences VC2E1LA02</p>	<p>explore how language can be used for appreciating texts and providing reasons for preferences VC2E2LA02</p>
Text structure and organisation (Language)	<p>understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03</p>	<p>explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain VC2E1LA03</p>	<p>identify how different types of texts across the curriculum are organised differently and use language features depending on purposes VC2E2LA03</p>

	Foundation	Level 1	Level 2
Language for expressing and developing ideas (Language)	explore the contribution of images, words and sound to meaning in stories and informative texts VC2EFLA07	compare how images and sound in different types of texts contribute to meaning VC2E1LA08	understand that images and sound add to or multiply the meanings of a text VC2E2LA08
Literature and contexts (Literature)	discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01	discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E1LE01	discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E2LE01
Engaging with and responding to literature (Literature)	respond to stories and share feelings and thoughts about the events and characters depicted VC2EFLE02	discuss a range of literary texts and share responses by making connections with their own experiences VC2E1LE02	compare features of a range of literary texts, such as characters and settings, and share personal preferences VC2E2LE02
Examining literature (Literature)	recognise a range of literary texts and identify features including events, characters, and beginnings and endings VC2EFLE03 explore and replicate the rhythms and sound patterns of poems, chants, rhymes and songs VC2EFLE04	discuss plots, characters and settings through a range of literary texts VC2E1LE03 listen to, recite and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme VC2E1LE04	discuss the plots, characters and settings of a range of literary texts and identify how language is used to present these features in different ways VC2E2LE03 identify, reproduce and experiment with rhythmic sound and word patterns in poems, chants, rhymes and songs VC2E2LE04
Analysing, interpreting and evaluating (Literacy)	identify some differences between narrative and informative texts VC2EFLY11 use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, to understand and discuss texts listened to, viewed or read independently VC2EFLY12	describe some similarities and differences between narrative, informative and persuasive texts VC2E1LY11 use comprehension strategies, such as visualising, predicting, connecting, summarising and questioning, and draw on learnt vocabulary and growing knowledge of context and text structures to build literal and inferred meanings VC2E1LY12	identify the purpose and audience of different types of texts VC2E2LY09 use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring and questioning, and begin to analyse texts by drawing on a growing knowledge of context and text structures to build literal and inferred meanings VC2E2LY10
<b>Part of the achievement standard to be assessed</b>			
<b>Language mode</b>	<b>Achievement standard extract</b>		
<b>Writing</b>	When creating and sharing short texts, students retell stories and report information, using familiar words and images where appropriate. They share in simple editing processes. They use words, phrases and punctuation, including capital letters and full stops, from familiar contexts and texts, and from their learning. They form letters and spell most consonant-vowel-consonant (CVC) words.	When creating short written and spoken texts, students use narrative and informative text structures; incorporate some detail from previously encountered texts, learnt topics or topics of interest; and include appropriate multimodal elements. They re-read their texts and complete simple edits. They select learning area or topic-specific vocabulary. They write words using unjoined lower-case and upper-case letters. They spell most one- and 2-syllable words with common letter patterns and common grammatical morphemes, and an increasing number of high-frequency words. They apply boundary punctuation.	When creating short written and spoken texts, including stories to inform, express an opinion, explore an idea or narrate for audiences, students use ideas and details from previously encountered texts, learnt topics or topics of interest, and include appropriate multimodal elements. They re-read their texts and edit for improvement. They use narrative and informative text structures to organise their own texts, and they use grammar and punctuation to create links. They begin to make deliberate choices when applying learnt vocabulary. They write words using consistently legible unjoined lower-case and upper-case letters. They spell words with regular spelling patterns and use phonic and morphemic knowledge to attempt to spell words with less common patterns.
<b>Connected content descriptions</b>			
<b>Sub-strand (and strand)</b>	<b>Content descriptions</b>		
Text structure and organisation (Language)	understand that texts can take many forms, such as signs, books and digital texts VC2EFLA03	explore how types of texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain	identify how different types of texts across the curriculum are organised differently and use language features depending on purposes

	Foundation	Level 1	Level 2
		VC2E1LA03 explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs VC2E1LA04	VC2E2LA03 understand how texts are made cohesive by using personal and possessive pronouns and by omitting words that can be inferred VC2E2LA04
Language for expressing and developing ideas (Language)	recognise that sentences are key units for expressing ideas VC2EFLA05 recognise that sentences are made up of groups of words that work together in particular ways to make meaning VC2EFLA06 explore the contribution of images, words and sound to meaning in stories and informative texts VC2EFLA07 recognise and develop awareness of vocabulary used in familiar contexts related to everyday experiences, personal interests and topics taught at school VC2EFLA08 identify punctuation as a feature of written text different from letters; recognise that capital letters are used for names, and that capital letters also signal the beginning of sentences while punctuation marks signal the end VC2EFLA09	understand that a simple sentence consists of a single independent clause representing a single event or idea VC2E1LA06 understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives), relationships in time and space (prepositions) and details such as when, where and how (adverbs) VC2E1LA07 compare how images and sound in different types of texts contribute to meaning VC2E1LA08 recognise and understand vocabulary across the curriculum, such as topic-specific vocabulary in other learning areas VC2E1LA09 understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for proper nouns VC2E1LA10	understand that connections can be made between ideas by using a compound sentence with 2 or more independent clauses usually linked by a coordinating conjunction VC2E2LA06 understand that in sentences, nouns may be extended into noun groups using articles and adjectives, and verbs may be expressed as verb groups VC2E2LA07 understand that images and sound add to or multiply the meanings of a text VC2E2LA08 apply learnt vocabulary and begin to make conscious choices to suit the topic VC2E2LA09 recognise that capital letters are used in titles and commas are used to separate items in lists VC2E2LA10
Literature and contexts (Literature)	discuss experiences that are similar or different to their own by engaging with literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2EFLE01	discuss how language and images are used to create characters, settings and events in literary texts by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E1LE01	discuss how characters and settings are connected in literary texts created by Aboriginal and Torres Strait Islander authors and illustrators and a wide range of Australian and world authors and illustrators VC2E2LE01
Creating literature (Literature)	retell and adapt a range of previously encountered literary texts through play, performance, images, drawing and writing VC2EFLE05	retell or adapt a range of previously encountered literary texts using plot and characters, structure, language features and vocabulary, through role-play, writing and drawing VC2E1LE05	create texts by adapting structures and language features of previously encountered literary texts through writing, drawing and performance VC2E2LE05
Texts in context (Literacy)	identify some familiar types of texts, such as stories and informative texts, and the contexts in which they are used VC2EFLY10	discuss different types of texts drawn from a range of cultures and experiences VC2E1LY10	discuss how similar topics and information are presented in different types of texts VC2E2LY08
Phonic and word knowledge (Literacy)	use knowledge of letters and sounds to read and spell consonant-vowel-consonant (CVC) words (phoneme-grapheme correspondence knowledge) VC2EFLY05 recognise and name all upper- and lower-case letters and know the most common phoneme-grapheme correspondences (sound-letter relationships) VC2EFLY06 read and write some high-frequency words and other familiar words VC2EFLY07 understand that words are units of meaning and can be made of more than one meaningful part (morphemic knowledge)	use knowledge of short vowels, common long vowels, consonant blends and digraphs to read and write one- and 2-syllable words VC2E1LY04 understand that a letter can represent more than one sound and that a syllable must contain a vowel sound VC2E1LY05 spell one- and 2-syllable words with common letter patterns VC2E1LY06 read and write an increasing number of high-frequency words VC2E1LY07	use knowledge of blending, segmenting and manipulating to read and write increasingly complex words (phonemic awareness) VC2E2LY03 use phoneme-grapheme correspondence knowledge to read and write words of one or more syllables with vowel digraphs, less common long vowel patterns, consonant blends and silent letters (phonic knowledge) VC2E2LY04 use knowledge of spelling patterns and morphemes to read and write words whose spelling is not completely predictable from their sounds, including high-frequency words VC2E2LY05

	Foundation	Level 1	Level 2
	VC2EFLY08	recognise and know how to use grammatical morphemes to create word families VC2E1LY08	build morphemic word families using knowledge of prefixes and suffixes VC2E2LY06
Creating texts (Literacy)	create short texts to explore, record and report ideas and events, using familiar words and beginning writing knowledge VC2EFLY13 participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops VC2EFLY14 form most lower-case and upper-case letters using learnt letter formations VC2EFLY15	create short narrative and informative texts, written and spoken, on personal and learnt topics, including using some topic-specific vocabulary, appropriate multimodal elements, and a structure with an opening, middle and conclusion VC2E1LY13 re-read their own texts and discuss possible changes to improve meaning, spelling and punctuation VC2E1LY14 write words using unjoined lower-case and upper-case letters VC2E1LY15	create short narrative, informative and persuasive texts for familiar audiences using simple text structures, topic-specific vocabulary and multimodal elements as appropriate VC2E2LY11 re-read and edit texts for spelling, sentence boundary punctuation and text structure VC2E2LY12 write words legibly and with growing fluency using unjoined lower-case and upper-case letters VC2E2LY13