

SKILLS BANK

WHOLE SCHOOL FRAMEWORK

LITERACY

Literacy Skills

Pre-Emergent Awareness

At this level:

- Students experience a range of learning experiences
- Experiences are designed to move students from pre-intentional level of responding to a level where the response indicates beginning intention
- Students will need high levels of coactive support and focused instruction to help them initiate and refine their responses
- Students demonstrate some awareness and recognition of familiar people and routine activities
- Students communication attempts are generally in response to what is happening in their immediate environment and may have limited expressive communication modes
- The student does not understand symbolic modes and all messages will need to be supported by cues such as real objects, touch/speech cues, intonation, gestures and facial expressions

The student is learning to:

- explore and show interest in objects / people within familiar environments
- accept different materials for drawing
- about books and stories
- make choices between objects

Emergent Participation

At this level:

- Students experience a range of learning experiences
- Experiences are designed to build on students intentional responses in their actions
- Students will need high levels of coactive support and focused instruction to help them initiate and refine their responses
- Students demonstrate increasing awareness and recognition of familiar people and routine activities
- Students haven't learnt the role their communication plays in interaction and they use non-symbolic communication modes to indicate needs, make requests and express preferences
- The student does is becoming more aware of different communication modes but will still need cues to help them understand messages

The student is learning to:

- explore and show interest in objects / people within familiar environments
- accept different materials for drawing
- about books and stories
- make choices between objects

Beginning Demonstration

At this level:

- Students are beginning to demonstrate less dependency on coactive support and respond more consistently to prompts and simple clear directions to support them in their learning
- Students participate in structured learning activities and begin to form meaningful communication skills
- Students tend to be more persistent in their messages and are beginning to demonstrate a variety of symbolic modes
- Students begin to understand and respond to a range of familiar routines and instructions
- Students begin to show increasing intentionality in using pictures, photos and objects to communicate personal interests and experiences

The student is learning to:

- identify pictures, shapes and sounds
- role play reading, writing, label images
- recognise his or her own name in print
- use visual cues such as beginning letter or shape of word
- draw nonlinear forms, some letter shapes and forms

Developing Demonstration

At this level:

- Students are showing increasing independence by responding more consistently with decreasing reliance on prompts
- Students respond to routines, structure and simple clear directions to support them in their learning
- Students begin to use a range of symbolic modes to convey numerous communicative functions including commenting, requesting information, asking questions, naming objects/people and expressing their feelings with increasing accuracy and fluency
- Students begin to use and link familiar words and images to form meaningful communication attempts
- Show interest in reading and writing and be making choices about materials

The student is learning to:

- be aware of print in the environment and may sort, match or identify letters and numbers
- recognise some very familiar words by sight and link these to basic needs or familiar people and activities
- recognise the start and end of reading materials; make linear scribbles
- copy letters or simple words from models, use pictures or symbols to re-tell familiar story or message
- comment upon reading materials or predict the topic of reading materials

Early Independence

At this level:

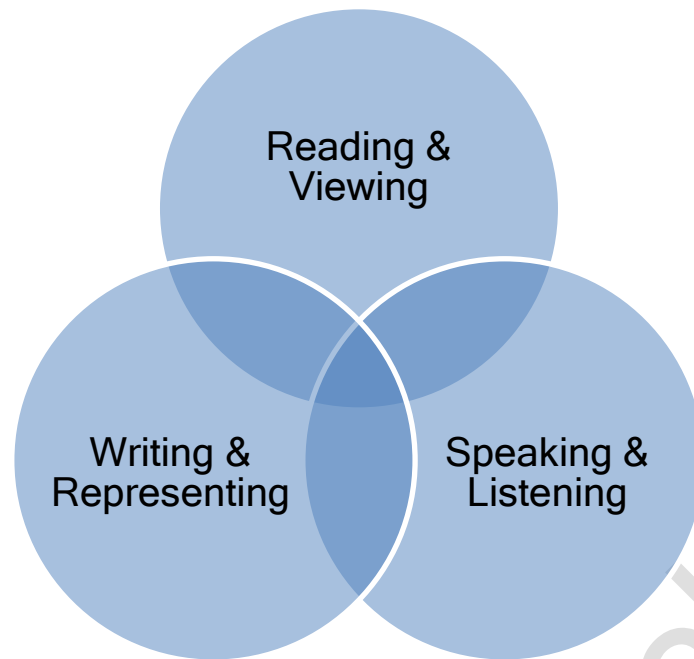
- With teacher support and curriculum scaffolding students demonstrate increasing participation and early independence in a range of learning experiences
- Students can express needs, choices and feelings in increasingly appropriate ways
- Students use a range of symbolic modes to convey numerous communicative functions including commenting, requesting information, asking questions, naming objects/people and expressing their feelings
- Students understanding and use of grammatical structures is developing
- Students can respond to an increasing number of familiar 2 - 3 part instructions as well as familiar wh- questions
- Students can combine and sequence key words, phrases and images to communicate personal interests and recount experiences

The student is learning to:

- recognise and use letter-sound relationships
- recognise how writing should look
- predict meaning of familiar words using partial cues
- re-tell familiar favourite story
- beginning basic rules of grammar, punctuation and spelling
- copy words and sentences
- write from top to bottom, begin left to right and experiment with different writing materials and media

Quality Indicators of Progress:

- Increased consistency of responses
- Increased independence of response / decreased assistance required
- Increased frequency / duration and /or clarity of response
- Faster response time
- Partial / Full initiation or participation in step
- Increased and sustained attention
- Improved strength or accuracy of motor responses



Pre-Emergent Awareness
(SWANS Level 1)

Emergent Participation
(SWANS Level 1 → Level 2)

Beginning Demonstration
(SWANS Level 3)

Developing Demonstration
(SWANS Level 4)

Early Independence
(SWANS Level 4 → Level 5)

SWANS Level 6 and 7 extend beyond

Reading and Viewing

Concepts of Print / Book Knowledge	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENe-4A: demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies</p> <p>ENLS-4A: views and responds to a range of visual texts, media and multimedia</p>	<ul style="list-style-type: none"> Shifts attention between adult and object (joint attention) Explores a book using a multi-sensory approach Handles and explores books Reacts to a book Fixes gaze towards a book Scans in direction of objects / photos / symbols / print 	<ul style="list-style-type: none"> Track movement Attends and reacts to a book Visually engage with a book Participates in story reading using child's preferred communication method(s) Holds a book Responds to a book Scans and tracks print Uses books as toys Explores tactile books using pad of fingers Uses two hands cooperatively 	<ul style="list-style-type: none"> Recognises simple symbols, illustrations and text Actively attend to things an adult is showing Turn one page at a time Turn from front to back Hold book right side up, looking at the pages and pictures (hold books in correct way) Attends to illustrations and interactive text Discriminate between drawings/pictures and writing/print in books Recognise own name Recognise familiar signs, labels and logos in the environment Purposefully traces marks in tactile books from start to end 	<ul style="list-style-type: none"> Let's someone know he/she wants to look at a book/be read to Shows left to right directionality Identify front cover, back cover and title page of a book Follow words from left to right and from top to bottom on a printed page Begins to show preference for certain stories Imitates reading to self Uses some left to right directionality Shows interest / interacts with words Engage in pretend reading to self and/or others 	<ul style="list-style-type: none"> Engages with a book in a conventional, meaningful way Reads to self Reads variety of texts for different purposes Recognise favourite book by the cover Recognises symbols, illustrations and texts Uses consistent left to right directionality Engages in reading experiences Engages with illustrations and interactive text

Reading and Viewing

Word Recognition, Vocabulary Development, Phonemic Awareness	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENE - 5A: demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p>ENe-9B: demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p>ENLS-10B: explores the way in which language forms, features and structures of text vary according to purpose, audience and content</p> <p>ENLS- 6A: reads and responds to a range of written texts in familiar contexts</p>	<ul style="list-style-type: none"> Looks, gazes and scans print based materials Responds to simple familiar objects / symbols Attends and touches concrete letter blocks Reacts to and listens to letter sounds Attends to and interacts with objects, people and photos Recognises simple familiar objects, people and photos Reacts to familiar sounds 	<ul style="list-style-type: none"> Attends to, scans and tracks print based materials Interacts with concrete representations of letters Interacts with concrete representations of letters of own name Recognise some letters / letter sounds / name Recognises simple familiar objects, people and photos Intentional exploration of familiar objects, photos and symbols Listens to familiar sounds Listen to and join in a simple rhythm / rhyme 	<ul style="list-style-type: none"> Match pictures to actual objects Point to pictures when requested Point to smaller details when requested Imitate new speech/ letter sounds Repeats letter sounds / patterns Point to a letter when asked "Point to letter" Point to individual words Request an adult to read printed information Matches basic signs and symbols Selects basic signs and symbols Identify five common signs and symbols Matches / selects / identifies simple familiar objects, people and photos Shows understanding people and objects have names, labels and signs 	<ul style="list-style-type: none"> Match sound that begins own name with sound that begins another word or name Distinguish letters from words Name objects from picture books Talk about action pictures of family, pets or self Recognise some letters Recognise and name all letters of their first name Read own name Identify ten common signs and symbols Labels objects (points to and/or names / signs) Make connections between signed or spoken language and print/braille, pictures, symbols or tangible representations Read one syllable and high frequency sight words 	<ul style="list-style-type: none"> Match uppercase to lowercase letters Recognise and name all capital and lowercase letters of the alphabet Make letter sound matches in isolation Manipulate sounds in spoken words Listen to and say consonant-vowel-consonant (cvc) sounds and blend sounds to make words Identify some high frequency sight words Identify letters, words and sentences Recognise that sentences start with capital letters and end with punctuation (example full stop, question mark, exclamation marks) Create and state a series of rhyming words Read common sight words

			<ul style="list-style-type: none"> • Attends to objects and/or pictures in a familiar routine or activity • Shows interest in print, braille and/or tactile representations • Interacts with letter sounds • Add last word to a familiar rhyme • Imitate a simple rhythm 	<ul style="list-style-type: none"> • Identify twenty-five common signs and symbols • Match oral one syllable high frequency sight words to printed words • Begins to read familiar logos, signs and symbols in the environment • Begins to recognise and read familiar words across contexts • Repeats or imitates letter sounds / letter sound patterns • Makes letter sounds • Match initial sound to letter • Match familiar written word with object / picture 	<ul style="list-style-type: none"> • Read and understand simple compound words and contractions • Identify and demonstrate meaning of important signs and symbols by shape, colour, logo and letters • Understand common synonyms and antonyms • Use knowledge of individual words to predict meaning of unknown compound words (e.g. lunchtime) • Know and use common word families when reading unfamiliar words • Learn and apply knowledge and alphabetical order (first letter) • Identify important workplace and environmental signs and symbols from colours, shapes, logos and letters • Demonstrate awareness of sounds made by different letters by distinguishing beginning and ending
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					<p>sounds and blends and vowels</p> <ul style="list-style-type: none">• Recognise common abbreviations (Jan: January)• Identify simple multiple meaning words• Apply knowledge of synonyms, antonyms and idioms to determine meaning of words and phrases• Identify words that names persons, places, things or actions
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Reading and Viewing

Reading Comprehension	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENe-8B: demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter</p> <p>ENe - 10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENe - 11D: responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENLS-5A: recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts</p> <p>ENLS- 7A: uses strategies to obtain meaning from and interpret a range of texts</p>	<ul style="list-style-type: none"> • Makes reflex movement, vocalisation, attends to, tracks and/or touches familiar books, objects, photos or symbols • Demonstrates brief memory to familiar books, objects, photos or symbols • Briefly follows things an adult points to, shows or talks about • Reacts to a familiar adult during shared reading • Accepts aided exploration of books, objects, photos or symbols • Supported turn taking during shared reading with a communication partner 	<ul style="list-style-type: none"> • Matches and selects objects, photos and symbols • Exchange and use objects, photos and symbols to convey meaning • Actively look for or keep attending to things an adult points to, shows or talks about • Responds to own name • Interacts with a variety of texts • Interacts with real and environmental signs, objects and symbols • Attends to illustrations and interactive texts • Imitates actions, sounds or phrases from a predictable story 	<ul style="list-style-type: none"> • Find named pictures or textures in book • Recognise pictures of family members • Names action from a picture or story • Anticipates actions, sounds or phrases from a predictable story • Recognise a favourite character • Pretend to do something or be someone • Can put pictures into sequence of story just told • Can recount story orally, putting events into correct order and using connectives and words such as "first, next" 	<ul style="list-style-type: none"> • Identify a location where he/she is going to or has been • Identify a favourite story • Tell one thing that happens in a familiar story • Tells something that a favourite character does in a story • Act out familiar scripted events and routines • Identify two characters that interact in a story • Searches for favourite pictures / objects when reading familiar books or environmental print • Notices and/or protests when adult leaves out or changes part of the story • Respond to questions (who, what, where) • Identify the beginning and end of a story • Identify the place pictured in a book • Identify two characters that interact in a story 	<ul style="list-style-type: none"> • Retell or act out important events in a story • Recount story orally with visual prompts, putting events into correct order, using simple phrases and / or connectives (first/ then) • Remember details from a familiar story • Examine and label pictures in a book • Repeat part of a text on a page after it has been read aloud by an adult • Recall if something actually happened • Locate the title and name of author of book • Identify types of everyday print materials • Identify the order (first/last) of information • Talk about cover of book and illustrations prior to story being read

				<ul style="list-style-type: none"> • Understand what is read by responding to questions (who, what, where) • Put pictures into sequence of story just told 	<ul style="list-style-type: none"> • Request or select a story by title • Identify the beginning and end of a story • Use picture clues and context to aid comprehension and make predictions about story content • Generate and respond to questions (who, what, where and why) • Identify and describe the plot, setting and characters in a story • Retell a story's beginning, middle and end • Understand what is read by responding to questions (who, what, where and why) • Respond to who, what, when, where, why & how questions to discuss main of idea of what is read • Relate prior knowledge to what is read • State purpose for reading including vocational • Follow simple multiple step written instructions including vocational instructions
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					<ul style="list-style-type: none"> • Identify texts that uses sequences or other logical order (alphabetical, time, sequential) • Identify structural features of popular media (newspapers, magazine, online) and use features to obtain information • Confirm predictions about what will happen next in a story • Use knowledge of situation, setting or character traits, motivations and feeling to determine cases for the characters actions • Critique believability of characters and plot • Identify main problem or conflict of the plot and explain how its resolved
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Writing and Representing

Writing Processes / Concepts & Conventions	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENe-3A: produces most lower case and upper case letters and uses digital technologies to construct texts</p> <p>ENe-5A: demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling</p> <p>ENe-9B: demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts</p> <p>ENe-11D: responds to and composes simple texts about familiar aspects of the world and their own experiences</p> <p>ENLS-9A: composes texts for a variety of purposes and audiences</p> <p>ENLS-15D: responds to and composes texts that explore personal, social and world issues</p> <p>ENLS-3A: selects and</p>	<ul style="list-style-type: none"> Looks at, reaches out and touches writing tools, switches Exposed to opportunities to write and share ideas Experience a range of multi-sensory stimuli Experience making marks and shapes 	<ul style="list-style-type: none"> Uses symbols or objects to communicate Hits switch, keyboard or mouse Touches interactive screen Makes a mark with no intentional meaning Grasps writing tools Interacts with objects using fine motor skills Randomly draws or scribbles Holds objects in each hands Touches braille in exploration Make marks with writing tools Make marks in various textures Interact with manipulations to build fine motor skills (e.g. threading, rolling, pinching, placing) 	<ul style="list-style-type: none"> Uses a switch for a purpose (cause and effect) Randomly hits individual keys on a keyboard Uses a touch and release action to make a selection on an interactive screen Makes an intentional mark Maintains a grasp of writing tools Manipulates objects using fine motor skills Use variety of writing tools to create a finished product Assigns meaning to random drawing / scribbles Write random letter like forms Places individual fingers on braille keys Makes marks on paper rather than other surfaces Mark marks using variety of writing tools Model mark making 	<ul style="list-style-type: none"> Engage someone else to record ideas in words, drawings or symbols Use drawings or pictures to represent objects Scribble a message on a card or picture Attempt to write messages Dictate something for an adult to write down Copy name Attempt to write and draw Write recognisable letters intermingled with scribble Use writing or symbols to share and idea with someone Makes marks within the confines of a page Makes marks within the confines of a space Traces simple lines and shapes Strengthens fine motor skills (can use pincer grip for short periods) 	<ul style="list-style-type: none"> Write by moving from left to write and from top to bottom Draw name or simple message on a card or picture Recognise different components of a computer e.g. mouse/keyboard Recognises and uses some individual keys on a keyboard for a purpose Uses an interactive touch screen to drag and drop Write (or type on a computer) using pictures, letters and words Identify a variety of sources of writing (charts, tables, pictures, online) Use a computer to publish simple writing tasks Copies simple lines and shapes Uses a single finger to access technology - swipe, click and drag

<p>uses language to communicate according to purpose, audience and context</p> <p>ENLS-10B: explores the ways in which language forms, features and structures of texts vary according to purpose, audience and context</p> <p>ENLS-11B: composes, publishes and present texts appropriate to purpose and audience in a range of contexts</p>				<ul style="list-style-type: none"> • Recognises and uses some individual keys on a keyboard for a purpose • Copies patterns • Trace, imitate drawing a vertical and horizontal line and circle • Draw at the top or bottom of the page when requested • Position paper for writing • Combine strokes and shapes to represent letters • Write letters in strings • Uses known letters or approximations of letters to represent written language 	<ul style="list-style-type: none"> • Positions finger on braille keys appropriately • Write from left to right • Use correct grasp of writing tools (pencils) • Print legibly, space letters, words and sentences appropriately • Write in simple complete sentences • Correctly use periods, exclamation points, and question marks at the end of the sentences • Capitalise the first word of a sentence, names of people, and the pronoun I
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Writing and Representing

Writing Applications and Purposes	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENe-2A: composes simple messages to convey an idea or meaning</p> <p>ENe-7B: recognises some different purposes for writing and that own texts differ in various ways</p> <p>ENe-10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts</p> <p>ENLS-2A: communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-8A: writes short texts for everyday purpose</p>	<ul style="list-style-type: none"> Looks, touches, reaches for visual and sensory texts Experience range of writing forms in their familiar environment Experience using a switch or keyboard to operate a cause / effect program Experience the teacher demonstrating writing or mark-making activities 	<ul style="list-style-type: none"> Attends to visual sequence Looks at pictorial stories Looks at photo of self Uses a switch to operate cause/effect program Respond to range of multi-sensory stimuli Listen and look at adult writing or making marks 	<ul style="list-style-type: none"> Use writing or symbols to share an idea with someone Matches symbols in pictorial stories Matches own photo to own photo Matches own name to own name Use pictures and symbols with meaning Completes a visual sequence Initiate the use of writing tools and surfaces Use a switch, computer or interactive screen to select and activate items on a screen 	<ul style="list-style-type: none"> Use writing or symbols to share an idea with someone Use known letters and approximations of letters to represent written language Write name Group random letters together to indicate words Dictate phrases and sentences in story writing Chooses a symbol to complete a pictorial story Matches letters in names Sequences letters in name Make decisions about what should be included in shared writing by answering yes/no Use computer programs to participate in writing 	<ul style="list-style-type: none"> Draws pictures or writes words for a specific reason Draws pictures or writes words for a specific person or people Write, dictate or use a computer (email) for different purposes and to a specific audience (e.g. a thank you letter to a visitor) Write, dictate or type a simple letter with date, salutation, body, closing and signature Write, dictate or type brief narratives based on a personal experience Write, dictate or type a brief information description of a real object, person, place or event Write a simple response to literature to demonstrate an understanding of what is read

					<ul style="list-style-type: none">Construct variety of forms of writing e.g. list, message, story etc.
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Speaking and Listening

Skills, Strategies and Applications	Pre-Emergent Awareness	Emergent Participation	Beginning Demonstration	Developing Demonstration	Early Independence
<p>ENe-1A: Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction</p> <p>ENe-6B: recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language</p> <p>ENLS-1A: Listens and responds in familiar contexts</p> <p>ENLS-2A: Communicates for a variety of purposes, audiences and contexts</p> <p>ENLS-3A: Selects and uses language to communicate according to purpose, audience and context</p> <p>ENLS-17E: Uses individual and collaborative skills in the learning process</p>	<ul style="list-style-type: none"> Alerts to sounds Reaches for stimulus Makes reflex vocalisation Makes eye contact Reacts using facial expressions Respond to arrival of a familiar person Experience familiar people talking through daily routines Demonstrate brief awareness of presence of others Experience a range of sensory stimuli Demonstrate awareness of object or stimulus Experience greetings, songs, news, stories, assemblies Experiences interactions with a range of people Encounter visitors Experience an adult / peer who is giving 1:1 attention to communicate 	<ul style="list-style-type: none"> Listens to interactive songs Responds to sounds, familiar people, songs and phrases Uses gestures, body language with support to comment Makes a vocal approximation to comment within the immediate context (here and now) Maintains eye contact with person/object Interacts with a communication partner (joint attention) Interacts with people, objects and familiar sounds Responds to own name Vocalises in response Focuses briefly and maintains attention on communication partner Interacts using facial expressions/ body language Imitate one word vocalisations 	<ul style="list-style-type: none"> Listens to and enjoys rhyming songs Imitates, copies simple songs and rhymes Makes sounds of objects, songs and words Uses simple word utterances and sounds Attempts to sing songs Makes an approximation to comment (verbal &/or augmentative) Waits Maintains eye contact with person or object with purpose Acknowledges and/or responds to own name and key words when spoken or represented (signed) Discriminate own name from other names when spoken or represented Use two word vocalisations, signs, symbols or gestures to tell about objects and events in the present Engage in reciprocal conversations for two exchanges Understand and follow one step concrete commands with visual 	<ul style="list-style-type: none"> Follows two step spoken directions (with / without prompts) Tells a simple idea Begins to take turns with communication partner Responds to simple instructions and questions related to immediate context (here and now) Discriminates key spoken words Engages with unfamiliar communication partner Listens and follows simple instructions and questions related to the immediate context (here and now) Give first name upon request Use current vocabulary to make comments and requests Join in language games / songs / rhymes contributing some words or actions Follow simple instructions Use yes/no in word / 	<ul style="list-style-type: none"> Makes up a simple story (up to 3 ideas) Shares information in front of a group (e.g. class news) Performs in front of an audience Share information and ideas speaking in complete sentences Listen attentively Ask questions for clarification and understanding Give, restate and follow simple two step directions Relate an important personal experience or event in a simple sentence Answer simple questions Begin to form simple questions Express simple opinions Express pleasure or dis-pleasure in anticipation of an activity Take turns appropriately in adult-led conversations /activities Communicate using pictures at simple sentence level in

		<ul style="list-style-type: none"> Engage in turn taking vocalisations when prompted Shift attention along with a communication partner Actively attend to things an adult is showing Visually tracks an interesting stimulus Uses sound / gestures / facial expressions / body movements to indicate need Show an interest in objects or pictures Respond non-verbally to a social greeting such as smiling / using facial expression or vocalisation 	<p>prompts</p> <ul style="list-style-type: none"> Focus and join in a range of talking, rhyming and singing activities Anticipate known events such as sounds, actions or words in familiar songs or stories Follow one information carrying words/instructions accompanied by gesture e.g. look, stop, wait Imitate actions Direct attention at what adult is talking about Engage with objects of reference Repeat, copy and imitate words/signs/symbols Eye point/finger point to pictures to demonstrate understanding of basic vocabulary Use sound or gesture to indicate need/request or preference Request object/item or activity by leading adult / eye gaze or finger pointing 	<p>sign/ symbols appropriately</p> <ul style="list-style-type: none"> Use familiar objects to communicate Indicate verbally or by sign/symbol that they need help Use approximations of words during repeated stories, songs and rhymes Begin to copy intonations of speech Use strings of vocalisations interspersed with recognisable words Use eye pointing/gestures / body movements/ signs / symbols or words to contribute to a conversation Communicate using pictures/symbols to a familiar audience 	<p>unfamiliar contexts / environments</p> <ul style="list-style-type: none"> Use a range of signs/symbols / gestures to express ideas such as like/dislike
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