



EVERY STUDENT

The Mary Brooksbank, Holroyd and Chalmers Road
Schools Teaching and Learning Support Documents

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The English Framework

Excerpts to support Training Module 3

The Holroyd, Mary Brooksbank & Chalmers Road Schools English Framework

*Planning, programming and assessing English for students with
disability*

K-10 English Syllabus 2012 from the NSW Board of Studies



The English Learning Continuum

Curriculum Links

An Overview of the English Learning Continuum

English Learning Continuum Goals Linked to Curriculum Outcomes

Communicating

C1 Talking and Providing Information

Early Stage 1 Outcomes (2012)

ENe-1A A student communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
ENe-6B A student recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language

Life Skills 7-10 Outcomes (2012)

ENLS-2A A student communicates for a variety of purposes, audiences and contexts
ENLS-3A A student selects and uses language to communicate according to purpose, audience and context
ENLS-4A A student views and responds to a range of visual texts, media and multimedia
ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
ENLS-6A A student reads and responds to a range of written texts in familiar contexts
ENLS-11B A student composes, publishes and presents texts appropriate to purpose and audience in a range of contexts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS1.1 Gives attention to another person, an object or an event in their environment
HSC LS2.5 Conveys and relays messages

C2 Listening & Responding

Early Stage 1 Outcomes (2012)

ENe-1A A student communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
ENe-2A A student composes simple texts to convey an idea or message
ENe-6B A student recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning

Life Skills 7-10 Outcomes (2012)

ENLS-1A A student listens and responds in familiar contexts
ENLS-2A A student communicates for a variety of purposes, audiences and contexts
ENLS-4A A student views and responds to a range of visual texts, media and multimedia
ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
ENLS-6A A student reads and responds to a range of written texts in familiar contexts
ENLS-14D A student explores how the use of language affects personal roles and relationships with others

HSC Life Skills 11-12 Outcomes (2007)

HSC LS3.1 Listens and responds to auditory cues and signals
HSC LS3.2 Listens and responds to verbal messages and associated visual cues
HSC LS3.3 Listens to and follows directions and announcements in a variety of contexts and media
HSC LS3.4 Listens to and responds appropriately to a variety of presentations in a variety of media
HSC LS3.5 Listens and responds to the views of others

C3 Interacting and Engaging in Routines

Early Stage 1 Outcomes (2012)

ENe-1A A student communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
ENe-6B A student recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways
ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning

Life Skills 7-10 Outcomes (2012)

ENLS-1A A student listens and responds in familiar contexts
ENLS-2A A student communicates for a variety of purposes, audiences and contexts
ENLS-4A A student views and responds to a range of visual texts, media and multimedia
ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
ENLS-6A A student reads and responds to a range of written texts in familiar contexts
ENLS-16D A student explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts
ENLS-17E A student uses individual and collaborative skills in the learning process

HSC Life Skills 11-12 Outcomes (2007)

HSC LS1.2 Responds appropriately to cues in a range of environments
HSC LS1.7 Engages in (responds to and initiates) social routines and actions
HSC LS1.9 Initiates and sustains communication with others
HSC LS2.1 Greets and farewells known and unknown people in an appropriate manner
HSC LS2.8 Recounts stories, personal experiences and jokes

Expressing Self

EXS1 Expressive Communication

Early Stage 1 Outcomes (2012)

ENe-1A A student recognises different methods of communication
 ENE-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
 ENe-6B A student recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
 ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways
 ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
 ENe-11D A student responds to and composes simple texts about familiar aspects of the world and their own experiences

Life Skills 7-10 Outcomes (2012)

ENLS-2A A student communicates for a variety of purposes, audiences and contexts
 ENLS-4A A student views and responds to a range of visual texts, media and multimedia
 ENLS-5A A student recognises and uses visual texts media and multimedia for a variety of purposes, audiences and contexts
 ENLS-8A A student writes short texts for everyday purposes
 ENLS-14D A student explores how the use of language affects personal roles and relationships with others
 ENLS-15D A student responds to and composes texts that explore personal, social and world issues
 ENLS-17E A student uses individual and collaborative skills in the learning process

HSC Life Skills 11-12 Outcomes (2007)

HSC LS1.3 Makes requests to satisfy needs and wants and to obtain services or assistance
 HSC LS1.5 Makes choices and expresses preferences, emotions and feelings
 HSC LS1.6 Gives information, comments, asks questions spontaneously or on request
 HSC LS2.2 Expresses agreement or disagreement and expresses pleasure or disappointment
 HSC LS2.7 Makes requests for services, information or assistance
 HSC LS2.11 Uses spoken language appropriately to express points of view and to manage disagreements

EXS1 Expressing Self through Writing

Early Stage 1 Outcomes (2012)

ENe-2A A student composes simple texts to convey an idea or message
 ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
 ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways
 ENe-9B A student demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts
 ENe-11D A student responds to and composes simple texts about familiar aspects of the world and their own experiences

Life Skills 7-10 Outcomes (2012)

ENLS-4A A student views and responds to a range of visual texts, media and multimedia
 ENLS-5A A student recognises and uses visual texts media and multimedia for a variety of purposes, audiences and contexts
 ENLS-8A A student writes short texts for everyday purposes
 ENLS-9A A student composes texts for a variety of purposes and audiences

HSC Life Skills 11-12 Outcomes (2007)

HSC LS5.2 Uses symbolic representations of ideas to produce visual messages

Reading and Viewing Texts

R&V1 Book Knowledge and Concepts about Print

Early Stage 1 Outcomes (2012)

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

ENe-10C A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning

Life Skills 7-10 Outcomes (2012)

ENLS-4A A student views and responds to a range of visual texts, media and multimedia

ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts

ENLS-6A A student reads and responds to a range of written texts in familiar contexts

ENLS-7 A student uses strategies to obtain meaning from and interpret a range of texts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS4.1 Recognises individual photographs, pictures, symbols or words for personal use

HSC LS4.5 Comprehend and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment

R&V2 Comprehension

Early Stage 1 Outcomes (2012)

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

ENe-10C A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning

Life Skills 7-10 Outcomes (2012)

ENLS-4A A student views and responds to a range of visual texts, media and multimedia

ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts

ENLS-6A A student reads and responds to a range of written texts in familiar contexts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS4.2 Recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts

HSC LS4.4 Comprehends written instructions in order to undertake activities and ensure personal safety

HSC LS4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment

HSC LS6.2 Views images and interprets their meaning, information and content

R&V3 Reading

Early Stage 1 Outcomes (2012)

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter

ENe-10C A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts

ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning

Life Skills 7-10 Outcomes (2012)

ENLS-4A A student views and responds to a range of visual texts, media and multimedia

ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts

ENLS-6A A student reads and responds to a range of written texts in familiar contexts

ENLS-7A A student uses strategies to obtain meaning from and interpret a range of texts

ENLS-12C A student responds to texts in ways that are imaginative and interpretive

HSC Life Skills 11-12 Outcomes (2007)

HSC LS4.1 Recognises individual photographs, pictures, symbols or words for personal use

HSC LS4.2 Recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts

HSC LS4.3 Recognises, interprets and responds to written information

HSC LS4.4 Comprehends written instructions in order to undertake activities and ensure personal safety

Letters, Sounds and Words

LS&W1 Producing Text and Fine Motor Skills

Early Stage 1 Outcomes (2012)

ENe-3A A student produces most lower case and upper case letters and uses digital technologies to construct texts
 ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
 ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways

Life Skills 7-10 Outcomes (2012)

ENLS-2A A student communicates for a variety of purposes, audiences and contexts
 ENLS-5A A student recognises and uses visual texts media and multimedia for a variety of purposes, audiences and contexts
 ENLS-8A A student writes short texts for everyday purposes
 ENLS-11B A student composes, publishes and presents texts appropriate to purpose and audience in a range of contexts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS5.1 Copies symbols, pictures, letters or words
 HSC LS5.3 Writes and transfers specific information using standard formats
 HSC LS5.4 Writes and documents information for personal use
 HSC LS5.5 Writes to communicate information for a variety of purposes

LS&W2 Phonics and Phonemic Awareness

Early Stage 1 Outcomes (2012)

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
 ENe-5A A student demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling

Life Skills 7-10 Outcomes (2012)

ENLS-6A A student reads and responds to a range of written texts in familiar contexts

HSC Life Skills 11-12 Outcomes (2007) N/A

LS&W3 Vocabulary

Early Stage 1 Outcomes (2012)

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

Life Skills 7-10 Outcomes (2012)

ENLS-4A Views and responds to a range of visual texts, media and multimedia
 ENLS-5A Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts
 ENLS-6A Reads and responds to a range of written texts in familiar contexts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS4.1 Recognises individual photographs, pictures, symbols or words for personal use
 HSC LS4.2 Recognises, interprets and responds to photographs, pictures, symbols and signs in a range of communicative community contexts

The English Learning Continuum

		Pre-Intentional	Intentional
C1	Talking	Makes a reflex vocalisation Reacts to stimulus	Vocalises Maintains attention Responds to sounds, familiar people, songs and phrases Uses gestures/body language with support to comment
	Providing Information	Looks Makes brief eye contact	Fixes gaze Maintains attention Maintains eye contact with person or object Interacts with a communication partner Waits
C2	Listening & Responding	Reacts Vocalises Looks Startle response Makes unintentional facial expressions Reacts using facial expressions	Interacts with people, objects and familiar sounds Responds to own name Vocalises in response Interacts with a familiar communication partner Briefly focuses Maintains attention Listens Changes facial expressions Interacts using facial expressions
C3	Interacting	Moves body parts/limbs Smiles Touches and reaches Makes a reflex vocalisation	Makes non-conventional gestures Interacts with a communication partner Gains attention by vocalising, using body language and/or grasping an object Responds to a greeting from a familiar person Vocalises in response
	Engaging in Routines	Reacts Looks	Interacts with a communication partner (attends and focuses) Stays with the group with support
EXS1	Choice Making and Requesting	Makes reflex vocalisations and/or actions Smiles Cries	Gains attention Makes known a need or emotion
	Questioning	Looks Touches and reaches	Gains attention of a communication partner by vocalising, body language, grasping an object
	Commenting	Looks Touches and reaches Smiles	Recognises cause and effect Interacts by changing facial expressions
	Accepting and Rejecting	Averts gaze Looks Smiles Touches and reaches	Accepts/rejects using body language and/or vocalisations
EXS2	Expressing Self Through Writing	Looks Reaches out Touches Is exposed to visual/sensory texts	Looks at object Fixes gaze Grasps Looks at a visual sequence Looks at and randomly manipulates pictorial stories Looks at a photo of self
R&V1	Book Knowledge	Fixes gaze Reacts to a book	Briefly looks at a book Explores a book with senses
	Concepts about Print	Looks Fixes gaze Scans in any direction	Fixates/focuses Scans and tracks
R&V2	Comprehension	Touches/reaches out for objects	Matches real objects 1:1
R&V3	Reading	Makes a reflex vocalisation Makes a reflex movement Tracks Looks and fixes gaze Touches books Looks at objects/photos/symbols	Vocalises Positions body to attend Sits with the group Looks at illustrations and texts Recognises self in mirror or photo Interacts with a variety of texts Looks at and interacts with real community signs/objects
LS&W1	Producing Text and Fine Motor Skills	Looks Reaches out Touches	Hits switch, keyboard, mouse Looks at screen Touches an interactive screen Makes a mark with no intentional meaning Grasps Interacts with objects using fine motor skills
LS&W2	Phonics	Looks Touches letter blocks Fixes gaze	Interacts with concrete representations of letters Interacts with letters of own name
	Phonemic Awareness	Reacts to sounds	Listens to sounds
LSW3	Vocabulary	Looks Fixes gaze	Looks at real objects and photos Interacts with real objects and photos

Concrete Symbolic	Abstract and Verbal Symbolic
Copies/imitates Makes sounds of objects, songs and words Makes approximations to comment within immediate context (here and now)	Uses simple word utterances & sounds Attempts to sing songs Makes approximations to comment (verbal and augmentative)
Maintains eye contact with person or object with purpose Shares with adult Participates in group activities Begins to take turns with support	Stands in front of a group Stands in front of a group and shares information Performs in front of an audience
Acknowledges and/or responds to gestures Responds to own name and key words when spoken or represented (consider hearing impairment) Recognises people Responds to simple instructions and questions related to here & now Matches facial expressions	Discriminates own name from other names when spoken or represented Discriminates key spoken words Engages with an unfamiliar person Listens and follows simple instructions and questions related to here & now Listens and responds to questions in a group setting Identifies and demonstrates facial expressions in visual and real forms
Makes conventional gestures Uses facial expression or body position in an attempt to engage a communication partner Recognises photos, symbols and signs in the here and now Makes intentional greeting to a familiar person Makes intentional vocalisation to greet Acknowledges known routines Responds to familiar cues Identifies familiar rules Stays with the group Makes a choice Makes request with object in view Makes known a need by giving a symbol or object in the here and now Matches and selects representations of feelings Identifies a communication partner Makes approximations to ask questions in an appropriate context	Uses body language and conventional gestures to interact with others Shows understanding of a symbol or object by using and responding to it appropriately Initiates interaction/greeting with meaning Anticipates and participates in familiar class routines Follows a visual schedule Follows rules Develops a sense of belonging Makes an intentional choice Makes a request with support Identifies feelings
Recognises photos, symbols and signs Develops meaning into concepts e.g. waiting Responds by changing facial expressions and body language Makes intentional response Consistently uses appropriate behaviours to accept or reject Identifies yes/no response and finished	Generalises understanding of symbols and/or signs across settings Engages with a communication partner using facial expressions and body language Makes approximations to express a response
Matches concrete objects 1:1 Responds to pictures/symbols Matches a visual sequence Matches symbols in pictorial stories Matches own photo to own photo Matches own name to own name	Matches pictures & symbols 1:1 Uses pictures and symbols with meaning Completes a visual sequence Constructs a visual sequence Chooses symbols to complete pictorial stories Matches written name to photo Matches letters in name Sequences letters in name
Responds to a book Holds a book	Engages with a book in a non-conventional manner Engages meaningfully with a book
Responds to symbols Uses some left to right directionality	Recognises symbols, illustrations and text Uses consistent left to right directionality
Matches and selects objects, photos and symbols Begins to exchange remnants, photos and symbols	Uses some objects, photos, symbols and words to convey meaning Identifies and uses photo of self in familiar story and/or sequence
Responds to auditory & visual patterns Shares attention Sits with the group for reading experiences Attends to illustrations and interactive texts Shows interest/interacts with words Matches real objects to photos Responds to a variety of texts Matches basic community signs and words Selects basic community signs and words	Copies auditory & visual patterns Imitates sounds & words Engages in reading experiences Engages with illustrations and interactive texts Matches and selects photos, symbols and words Builds word banks with no context Uses photo/symbol in a familiar story or sequence Engages with a variety of texts Identifies some basic community signs and words Follows some basic community signs and words
Uses a switch for a purpose (cause & 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 Manipulates objects using fine motor skills	Recognises 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 Scribbles Makes marks within the confines of a page Makes marks within the confines of a space Traces simple lines and shapes Copies lines and shapes Strengthens fine motor skills (palmer to pincer) Uses a single finger to access technology (swipe, click, drag)
Responds to letter sounds & names Matches letters in own name 1:1	Recognises some letter sounds and names Lines up some letters to represent words Recognises some letters in own name
Participates in letter sound activities Interacts with letter sounds	Makes letter sounds Repeats letter sound patterns
Recognises photos of familiar people, places and things Matches and selects real objects and photos	Identifies symbols representing people, places and things Matches real objects and photos with their corresponding symbols

Letters, Sounds and Words

Letters, Sounds and Words 1: Producing Text and Fine Motor Skills

LS&W1 Producing Text and Fine Motor Skills

ENGLISH LEARNING CONTINUUM

Syllabus Outcomes

Early Stage 1 Outcomes (2012)

ENe-3A A student produces most lower case and upper case letters and uses digital technologies to construct texts

ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies

ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways

Life Skills 7-10 Outcomes (2012)

ENLS-2A A student communicates for a variety of purposes, audiences and contexts

ENLS-5A A student recognises and uses visual texts media and multimedia for a variety of purposes, audiences and contexts

ENLS-8A A student writes short texts for everyday purposes

ENLS-11B A student composes, publishes and presents texts appropriate to purpose and audience in a range of contexts

HSC Life Skills 11-12 Outcomes (2007)

HSC LS5.1 Copies symbols, pictures, letters or words

HSC LS5.3 Writes and transfers specific information using standard formats

	Pre-Intentional	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Syllabus Content
PRODUCING TEXT	Looks Reaches out Touches	Hits switch, keyboard, mouse Looks at screen Touches an interactive screen	Uses a switch for a purpose (cause & effect) Randomly hits individual keys on a keyboard Uses a touch and release action to make a selection on an interactive screen	Recognises 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	Early Stage 1 (ENe) Students: -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus 3A -experiment using digital technologies e.g. produce own name, commonly used words and simple sentences 3A -construct texts using software including word processing programs 3A -recognise the letters of the alphabet and know there are lower and upper case letters 4A Life Skills (ENLS) Students: -select and use appropriate means of communication, including technology, for a particular audience 2A -recognise how technology is used for different purposes and audiences in film, websites and other multimedia texts 5A -construct short texts using visual aids and/or appropriate technology 8A -use a range of technology to create meaning when composing texts 11B -select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences 11B -explore ways to present information using appropriate technology and strategies 11B HSC Life Skills (LS) Students: - write their own names in signature format or equivalent by hand or using technology 5.3 - write, using technology, to request information 5.3
	Looks Reaches out Touches	Makes a mark with no intentional meaning	Makes an intentional mark	Scribbles Makes marks within the confines of a page Makes marks within the confines of a space Traces simple lines and shapes Copies lines and shapes	Early Stage 1 (ENe) Students: -understand foundation movements that underpin NSW Foundation Style 3A -use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience 3A -develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters 3A -write from left to right and leave spaces between words 3A -produce some lower case and upper case letters using learned letter formations 3A -demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs 7B Life Skills (ENLS) Students: -complete personal details in a range of formats for a variety of purposes 8A -recognise the range of conventions used in written texts 8A -write short texts using correct conventions 8A -write own name 8A -write signature in consistent form 8A -construct short texts using visual aids and/or appropriate technology 8A -write short texts 8A -transfer information from one source to another 8A -write about familiar topics for everyday purposes 8A HSC Life Skills (LS) Students: -copy letters or symbols to represent their own names on official documents and personal correspondence 5.1 -copy their own names and personal details in appropriate formats 5.1 -develop strategies to copy personal details from one format to another 5.1

	Pre-Intentional	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Syllabus Content
FINE MOTOR SKILLS	Reaches out Touches	Grasps Interacts with objects using fine motor skills	Maintains a grasp Manipulates objects using fine motor skills	Strengthens fine motor skills (palmer to pincer) Uses a single finger to access technology (swipe, click, drag)	<p>Early Stage 1 (ENe) Students:</p> <ul style="list-style-type: none"> -develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters 3A -use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus 3A -experiment using digital technologies e.g. produce own name, commonly used words and simple sentences 3A <p>Life Skills (ENLS) Students:</p> <ul style="list-style-type: none"> -complete personal details in a range of formats for a variety of purposes 8A -recognise the range of conventions used in written texts 8A -write short texts using correct conventions 8A -write own name 8A -write signature in consistent form 8A -construct short texts using visual aids and/or appropriate technology 8A -write short texts 8A -transfer information from one source to another 8A -write about familiar topics for everyday purposes 8A <p>HSC Life Skills (LS) Students:</p> <ul style="list-style-type: none"> -write their own names in signature format or equivalent by hand or using technology 5.3 -write, using technology, to request information 5.3

LS&W1**PRODUCING TEXT****Pre-Intentional & Intentional****Strategies**

Guided practice
Motivators
Modelling
Contingent responding
Independent practice
Incidental teaching
Strategic pausing
Prompting
Shaping

Opportunities

Morning circle
Technology sessions
Leisure time
Sensory play
Work tasks

Resources

Switch toys
Cause and effect items
Voice output communication aids
Interactive touch screen devices
Switch activated equipment
Interactive apps, software & websites
Computer
Television
DVD player
Music
Animations

Pre-Intentional

Looks

Reaches out

Touches

Students currently working at a pre-intentional level should be working toward intentional content.

Intentional

Hits switch, keyboard, mouse

Touches an interactive screen

Makes a mark with no intentional meaning

**Hits switch, keyboard, mouse**

Assist students to interact with a switch, keyboard or mouse using a hit and release action with the least amount of support required. Examples include:

- [Owlie Boo](#) online games which encourage students to hit keys on a keyboard or move a mouse
- Switch activated toys that encourage students to hit and release a switch
- Interactive toys which encourage students to develop a press and release action

Looks at screen

Use a motivating action, sound, special interest character or piece of music to encourage the student to look at a screen on audio-visual equipment such as an interactive whiteboard, tablet, computer, television or portable DVD player. Respond immediately and consistently when the student looks at the

screen by using language such as, "Student Name (SN) is looking. Good looking!" This encourages the student to intentionally make the response.

Motivating displays include:

- PowerPoint presentations or video clips of the student
- A favourite movie or animated song
- Photo slideshows of favoured items
- Apps such as PocketPond, Pocket Fish Free, Dolphin Fingers, Liquid Mirror and Kid Mode

**Touches an interactive screen**

Provide opportunities for students to participate in a variety of activities that require them to touch an interactive screen to cause a visual or audio effect.

Use an appropriate level of prompting to guide students to touch the screen or device during these games. Select activities carefully, ensuring that there is a cause and effect link with touching the screen. Activities include:

- Shiny Learning Games – [Mouse Follower](#), [Touch to Move](#), [Balloon Bang](#)
- Apps such as Cause and Effect Sensory Light Box, Cause and Effect Sensory Sound Box

Suggested Apps

PocketPond



Kid Mode



Pocket Fish Free



Dolphin Fingers



Liquid Mirror



Cause and Effect Sensory Light Box



Cause and Effect Sensory Sound Box



LS&W1**PRODUCING TEXT****Pre-Intentional & Intentional**
*cont.***Strategies**

Guided practice

Motivators

Modelling

Independent practice

Incidental teaching

Prompting

Opportunities

Creative play

Art activities

Leisure time

Outdoor play

Sensory play

Work tasks

Resources

Writing implements

Writing surfaces

Pencil grips

Art supplies

Interactive touch screen devices

Interactive apps, software & websites

Pre-Intentional & Intentional *cont.***Makes a mark with no intentional meaning**

Provide students with a variety of opportunities to grasp implements that can be used to make a mark on a surface.

Ideas include:

- Painting with water on walls or concrete
- Using sticks to write in wet/coloured sand or dirt
- [My First Crayola™ Washable Markers Palm Grip](#)
- Placing a tennis ball over a pen or pencil to be used as a grip. *This idea and the accompanying photo are reproduced from the blog [Trisha's Assistive Technology eJournal](#).*
- Thick crayons, chalk

Opportunities for students to make a mark on a surface include:

- Putting paint on a student's hand and allowing them to make handprints
- Supplying paint for students to use as finger paint
- Using drawing apps such as Art of Glo, Drawing HD for Kids, Laser Show or Doodle Buddy on an interactive touch screen device



Art of glo



Bloom HD



Doodoo Pad



Classroom Tools-My Whiteboard



Drawing with Carl



Drawing Kids HD Free



Laser Light Show Lite



Doodle Buddy for iPad



Scribblify



Fingerpaint Magic

**Assessing Producing Text - Intentional****Strategies**

- Observation
- Analysis
- Consultation

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities when assessing these skills.
- Skill checklists/rubrics could be used to assess some of these skills.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.

LS&W1**PRODUCING TEXT****Concrete Symbolic****Strategies**

Guided practice

Motivators

Prompting

Blocking access

Modelling

Contingent responding

Sensory stimulation

Independent practice

Strategic pausing

Match to sample

Scaffolding

Opportunities

Technology sessions

Work tasks

Morning circle

Leisure time

Cooking sessions

Resources

Computer

'Big Keys' keyboards

Switch toys

Cause and effect games items

Voice output communication aids

Switch adapted equipment

Colour pattern cards

Coloured stickers

Concrete Symbolic

Uses a switch for a purpose (cause & 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

Uses a switch for a purpose (cause & effect)

Model activating a switch (cause) and verbalise the response (effect) to the student. Provide guided practice opportunities for students to do this and verbalise the actions and effects to reinforce the link. Examples of switch activated cause and effect games and activities include:

- Turning on and off switch adapted equipment such as CD players, lights, fans, blenders etc.
- Switch activated toys such as soft toys, art making toys, motorised toys, musical toys etc.

Randomly hits individual keys on a keyboard

Model using an index finger to touch keys on a keyboard to play the [Lots of Babies Tap and Type Game](#). Assist students to touch one key at a time to activate a sound and animation related to that key. Praise students for hitting only one key at a time by saying, "SN is touching one key. Well done!"

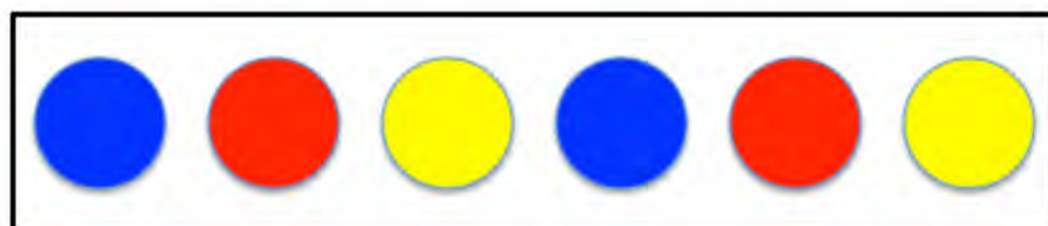
Restrict access to the entire keyboard by making an overlay with only a few individual keys exposed. Support the student to touch the exposed keys one at a time. Begin with exposed keys that are spread around the keyboard and increase difficulty by using exposed keys that are side by side.

Place coloured stickers on various keys and play games such as 'Simon Says' saying, "Simon says touch the red key". Other ideas which utilise coloured stickers on various keys include:

- A student copying a sequence from a colour pattern card by hitting the keys with the appropriate coloured sticker in the correct order
- Make coloured pattern card flipbooks beginning with one colour per page and building up to three or four colours per page. Students copy the coloured pattern on each page of the flipbook by hitting the corresponding keys on the keyboard. Use Mayer-Johnson's [Boardmaker Writing with Symbols](#) to make this activity interactive.



as



LS&W1**PRODUCING TEXT****Concrete Symbolic** *cont.***Strategies**

Guided practice

Motivators

Modelling

Contingent responding

Explicit teaching

Independent practice

Incidental teaching

Strategic pausing

Prompting

Opportunities

Technology sessions

Creative play

Art activities

Outdoor play

Leisure time

Work tasks

Morning circle

Resources

Writing implements

IWB activities

Art or desk easels

Special interest pictures

Sounds

Music & animations

Interactive touch screen devices

Computer

PowerPoint software

Interactive apps, software & websites

Concrete Symbolic *cont.***Uses a touch and release motion to make a selection on an interactive screen**

Use an appropriate level of prompting to enable students to touch specific symbols on the interactive whiteboard that activate sounds or animations.

Activities include:

- PowerPoint presentations that require a touch to move through the slides
- Online games and activities such as Fly Swatter, Blast the Pirate Ship and Gophers
- Apps connected to the IWB such as Ant Smasher, Bubble Free, Fireworks and Touch Pets

**Suggested Apps**

Ant Smasher



Bubble Free



Fireworks



Touch Pets

**Makes an intentional mark**

Model making marks on a surface such as paper, a whiteboard, a chalkboard or an iPad in response to a favoured story, activity or item. This could be done by writing a few words or drawing simple pictures. After modelling, encourage students to use a writing implement to make marks on the same surface. Provide a choice of writing implements and surfaces for students to select and use to motivate them. Accept and praise any markings made on the writing surface. Use the least amount of prompting necessary for students to engage in writing tasks. Fade support gradually to ensure that students are intentionally making marks on a surface. Examples of writing implements and surfaces include:

**Writing Implements**

- Thick grip pencils, crayons, textas, palm grip markers
- Thick grip chalk
- Stylus pens for iPad
- Interactive whiteboard pens
- Whiteboard markers
- Paint/Paintbrushes

Writing Surfaces

- Paper – assorted colours
- Chalkboard
- iPad
- Interactive whiteboard screen
- Whiteboard
- Butchers paper
- Bricks, concrete, boxes

Assessing Producing Text – Concrete Symbolic**Strategies**

- Observation
- Consultation
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured literacy assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.
- Work samples could be collected and analysed to assess skills such as making an intentional mark or hitting keys on a keyboard by printing out a student's piece of work.

LS&W1**PRODUCING TEXT****Abstract & Verbal Symbolic****Strategies**

Guided practice
Explicit teaching
Modelling
Independent practice
Errorless learning
Match to sample
Strategic pausing
Scaffolding
Shaping

Opportunities

Technology sessions
Work tasks
Leisure time
Morning circle

Resources

Interactive touch screen devices
Interactive whiteboard
Interactive apps, software & websites
Photos
Symbols
PCS
Computer components
Keyboard overlays
Computer
'Big Keys' keyboards
Mystery bag
Interactive apps, software & websites

Abstract & Verbal Symbolic

Recognises 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

Scribbles

Makes marks within the confines of a page

Makes marks within the confines of a space

Traces simple lines and shapes

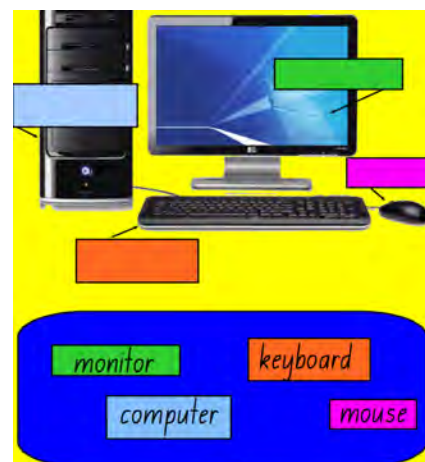
Copies lines and shapes

Recognises different components of a computer e.g. mouse, keyboard

Explicitly teach students the different components of a computer or other technological devices by naming each part and matching the real object or photo to its symbol with a word label. Use the photos, symbols and/or word labels to play matching and memory games with students. Model how to say the name of each item and encourage students to repeat it. Praise and reward students throughout the games.

Label actual computer or technological devices by physically placing symbols and/or words on them. Turn this activity into a mystery bag game where students pull out a symbol or word label and match it to the actual item correctly to receive a reward or a point.

Make a SMART Notebook file or other interactive whiteboard file where students are required to drag and drop the symbol and/or word label onto the correct component of the computer or technological device depicted on the screen. Add sound effects and spoken names for each component to support and reward student responses.

**Recognises and uses some individual keys on a keyboard for a purpose**

Place a transparent laminated overlay onto a computer keyboard with the letters of a student's name cut out of the overlay. Present the student with the letters of their name one at a time and in order. As each letter is shown, assist the student to identify and hit the matching letter on the keyboard. Provide the least amount of support required to assist the student to press that specific letter. Point out the corresponding letter on the computer screen, ensure you are using a large, clear font, saying and signing 'same'. Print out the student's work for them to keep or take home to show their family.

The above activity would also suit the use of adapted keyboards with extra large and colourful keys.



Play games such as [LetterPop](#) from the [HelpKidzLearn](#) website which require students to match the letter on the screen to the letter on the keyboard. When students press the correct key the letter pops and moves onto a new one.

LS&W1**PRODUCING TEXT****Abstract & Verbal Symbolic**
*cont.***Strategies**

Explicit teaching

Prompting

Guided practice

Independent practice

Opportunities

Technology sessions

Work tasks

Leisure time

Morning circle

Art sessions

Resources

Interactive touch screen devices

Writing implements

Writing surfaces

Stencils of simple shapes

Pencil grips

Drawing boards

Art supplies

Wikki Stix

GLAD Wrap

Page frames

Balls

Plasticine

Masking tape

Interactive apps, software and websites

Abstract & Verbal Symbolic *cont.***Uses an interactive touch screen to drag and drop**

Provide opportunities throughout the day for students to practise dragging and dropping items on an interactive screen. This could be practised during any lesson using interactive whiteboards, iPads, interactive plasma screens or other touch devices.

Use apps or software that aim to specifically teach the drag and drop movement. Examples include:

- Drag and Drop – a very simple drag and drop puzzle
- KidzBlox1 Free – a very simple drag and drop blocks puzzle
- Buzzle – a theme based drag and drop matching activity
- Pony Drag and Drop – a slightly more complicated drag and drop puzzle
- Words and Pictures – a drag and drop activity for students who are learning to match letters or expand their vocabulary
- Pesky Picnic – a drag and drop game for older students requiring them to drag and drop food into a picnic basket before the ants get to it
- Clean Up: Category Sorting – a drag and drop game where objects are sorted according to category
- Kids Trucks: Puzzles – puzzles for toddlers
- Animal Puzzle – puzzle games for kids

Suggested Apps

Drag and Drop



KidzBlox1



Kids Trucks: Puzzles



Pesky Picnic



Animal Puzzle

**Scribbles**

Model scribbling by making big looping or small round movements without taking the writing implement off the surface. Allow students to use a variety of implements to scribble such as fingers, sticks, brushes, textas, pencils, crayons or chalk. The use of a grip may

support students to successfully hold a writing implement. [A grip](#) could be made by placing a tennis ball over an implement or building up plasticine around it. Activities to encourage scribbling include interactive touch screen apps, drawing/writing boards, glad wrap painting and finger painting with a variety of substances such as pudding mixture, shaving cream, paint, sand, mud, jelly or goop.



Drawing/writing boards



Wiki Stix

Makes marks within the confines of a page

Use commercial or homemade supports to encourage students to remain within the confines of a page when making marks. Examples include a raised wooden frame, or products such as Wikki Stix. Use these supports and model making marks within the confines of a page. Engage students in activities that allow guided practice. Decrease the level of support provided until the student is independently able to make marks within the confines of a page. Praise and reinforce students for remaining within the confines of a page when making marks.



LS&W1**PRODUCING TEXT****Abstract & Verbal Symbolic**
*cont.***Strategies**

Guided practice
Modelling
Independent practice
Blocking access
Prompting
Scaffolding
Shaping

Opportunities

Art activities
Sand play
Outdoor play
Sensory play
Technology sessions

Resources

Wikki Stix
Grips
Pre-writing worksheets
Drawing board
Interactive touchscreen devices
Writing implements
Art supplies
Interactive apps, software and websites

Abstract & Verbal Symbolic *cont.***Makes marks within the confines of a space**

Use a thick texta to outline a space on a page. Model making marks within the confines of the identified space and provide the least amount of support required to help students do the same. Fade the amount of support required until the student is able to make marks within the confines of a space independently. This same activity could be used to shape students' behaviour when colouring in a simple picture.

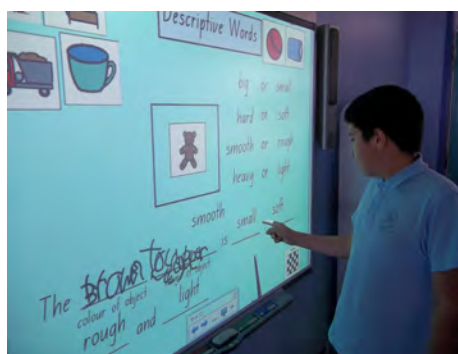
Use a stencil or commercial product such as Wikki Stix to frame a space on a page for the student to make marks. Block access to the remainder of the page.



Touch and Write and Babygraphia.

Copies lines and shapes

Provide students with a range of opportunities to copy a variety of different lines and shapes on a surface or page. Initially, use large, dark lines and shapes to provide a model for the student to copy. Gradually fade the intensity of the line or shape and decrease the size until the student is able to copy these patterns at a conventional size. Initially, shape the student's hand movements by copying the patterns with hand over hand support. As the student begins to successfully complete the task, fade the level of support given. An app such as Squiggles could be used to support the development of copying.

**Suggested Apps**

Tracing Lite



Neon Mania Free



Trace and Learn Lite



Trace and Share



Shapes Touch and Write



Babygraphia



Squiggles

**Assessing Producing Text – Abstract and Verbal Symbolic****Strategies**

- Consultation
- Observation
- Analysis
- Peer and Self Assessment

Key Assessment Points

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.
- Work samples could be collected and analysed to assess student work for all targeted writing skills and computer skills.
- Progress reports could be printed and analysed from apps, online activities or software.

LS&W1**FINE MOTOR SKILLS****Pre-Intentional & Intentional****Strategies**

Guided practice
Modelling
Motivators
Sensory stimulation
Independent practice
Incidental teaching
Prompting

Opportunities

Living skills
Creative play
Work tasks
Cooking sessions
Fine motor activities

Resources

Scarves
Wet wipe containers
Shape sorting toys
Ice-cream containers
Shapes
Urchin balls
Duplo
Large blocks
Squeaky toys
Pull string toys
Play dough
Silly putty

Pre-Intentional

Reaches out

Touches

Students currently working at a pre-intentional level should be working toward intentional content.

Intentional

Grasps

Interacts with objects using fine motor skills

Grasps

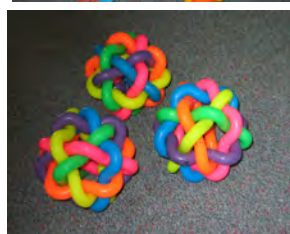
Fill an empty baby wipes container with coloured scarves or handkerchiefs. Leave one scarf poking out the top. When starting this activity knot all the scarves together to encourage the student to grasp the scarves using a hand over hand motion until the box is empty. Once the student can do this independently, untie the scarves and encourage the student to pull them out one by one by reaching through the hole to get the next scarf.

Provide activities that allow a student to pick up and 'post' a variety of items into a container with a large hole. When the student can do this confidently, provide a container with two different sized holes and a variety of different sized items to 'post'. The student should begin to recognise that some items may not fit into both holes.

**Interacts with objects using fine motor skills**

Provide students with the opportunity to use fine motor skills to interact with a variety of objects throughout the day. Objects and activities that students may enjoy interacting with include:

- Squeezing a small soft ball
- Using [Duplo™](#) or pull apart blocks
- Squeaky toys
- Urchin balls
- Toys that have a string to be pulled
- Play dough or silly putty

**Assessing Fine Motor Skills – Intentional****Strategies**

- Observation
- Analysis
- Consultation

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.

LS&W1**FINE MOTOR SKILLS****Concrete Symbolic****Strategies**

Guided practice
Modelling
Motivators
Sensory stimulation
Independent practice
Incidental teaching
Prompting

Opportunities

Gardening
Creative play
Art activities
Cooking sessions
Fine motor activities
Living skills

Resources

Wooden inlay puzzles with knobs
Sorting boxes
Shoe Box Tasks
Coloured sticks
Chopsticks
Play dough
Florist foam
Containers
Geo-boards
Elastics
Tongs
Threading activities
Duplo
Large blocks

Concrete Symbolic

Maintains a grasp

Manipulates objects using fine motor skills

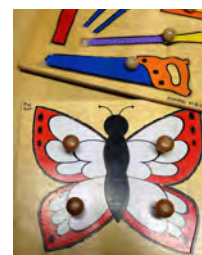
**Maintains a grasp**

Engage students in completing wooden inlay puzzles with large knobs. Model maintaining a grasp on the knob to manipulate it into the correct position on the baseboard. Provide the least amount of prompting required to enable the student to successfully complete the task. A similar activity can be completed with a sorting box where only items of the correct shape and size will fit through each hole.

Manipulates objects using fine motor skills

Play fine motor games or activities with students on a daily basis to help them develop the ability to manipulate the equipment correctly. Model the correct way to manipulate fine motor equipment and provide the least amount of support required to enable the student to successfully complete each task. Fade the support required until the student is able to consistently complete the task. Use fine motor equipment to develop a variety of games or use commercially made items such as [Shoebbox Tasks™](#). Other ideas to encourage students to use fine motor skills include:

- Picking up small objects and placing them in a container
- Building towers out of blocks, [Lego™](#) or [Duplo™](#)
- Sorting small items into egg cartons or chocolate moulds
- Picking up sticks/chopsticks and pushing them into a play dough base
- Using tongs to sort or pick up objects such as dice, blocks or buttons
- Completing wooden Inlay puzzles with knobs



Pulling weeds out of the garden



Lacing cards and threading activities

Visit our [LS&W1 Pinterest board](#) for more ideas and links.**Assessing Fine Motor Skills – Concrete Symbolic****Strategies**

- Observation
- Consultation
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.

LS&W1**FINE MOTOR SKILLS****Abstract & Verbal Symbolic****Strategies**

Guided practice

Modelling

Motivators

Sensory stimulation

Independent practice

Incidental teaching

Opportunities

Living skills

Creative play

Gardening

Art activities

Cooking sessions

Fine motor activities

Sewing

Resources

Favoured items

Padlock boards

Geo-boards

Buttoning activities

Zippers

Pick-up sticks

Elastics

Puzzles

Threading activities

Clothesline & pegs

Small Lego blocks

Tweezers

Florist foam

Marbles & golf tees

Shoebox Tasks

Abstract & Verbal SymbolicStrengthens fine motor skills
(palmer to pincer)Uses conventional movements
to access technology (swipe,
click, drag)**Strengthens fine motor skills (palmer to pincer)**

Demonstrate the correct way to use a pincer grip to pick up, hold or manipulate a variety of objects such as string, buttons, pegs or pick-up sticks. Allow students to engage with these materials on a regular basis. Develop games that require repetitive use of a pincer grip. These could include sorting items into colours, putting objects into a slot or hole or threading items. Commercially made products such as [Shoobox Tasks™](#) could also be used to develop a pincer grip. Other ideas that will strengthen fine motor skills include:



Button Snakes - threading squares of felt onto a length of ribbon with a button on the end of it. *This idea and accompanying photo are reproduced from the blog [Fun and Engaging Activities for Toddlers](#).*



Using padlocks and keys



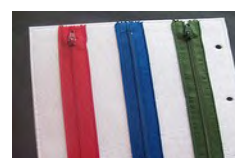
Placing elastic bands around objects such as door knobs or tubes. *This idea and the accompanying photo are reproduced with permission from the blog [Chasing Cheerios](#).*



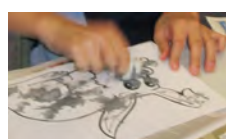
Placing marbles on top of golf tees standing in a firm piece of foam. *This idea and accompanying photo are reproduced with permission from MaryLea Harris at [Pink and Green Mama](#).*



Stretching elastic bands to create patterns on a geo-board



Zippering and unzipping various sized zippers sewn onto material. *This idea and accompanying photo are reproduced from the blog [Serving Pink Lemonade](#).*



Using cotton balls to daub paint onto a picture or piece of paper.



Placing buttons along printed letters or the outline of favoured images.



Putting pick up sticks into the holes of an upside down strainer. Visit [The Crafty Crow](#) for a variation of this task.



Visit our [LS&W1 Pinterest board](#) for more ideas and links.



LS&W1**FINE MOTOR SKILLS****Abstract & Verbal Symbolic**
*cont.***Strategies**

Explicit teaching
 Prompting
 Guided practice
 Modelling
 Motivators
 Sensory stimulation
 Independent practice

Opportunities

Technology sessions
 Work tasks
 Leisure time

Resources

Interactive touch screen devices
 Augmentative communication supports
 Modified glove
 Interactive apps, software & websites

Abstract & Verbal Symbolic *cont.***Uses a single finger to access technology (swipe, click, drag)**

Incorporate swipe, click and drag into lessons that utilise technology such as morning or afternoon circle. Skills should be taught to a student on one technological device at a time. Explicitly teach a student to swipe, click or drag by providing the least amount of support required. Fade this support until the student independently uses these conventional movements to access technology.



Explicitly teach the student to generalise these movements to other types of technological devices. You may need to provide support on each new device until the student swipes, clicks and drags independently.

Encourage the use of a single finger to access interactive touch screen devices by putting a glove with the index finger cut off onto a student's hand. This will ensure the student only uses the exposed finger as most touch screens will not respond to a touch from any of the covered fingers. *This*

idea and the accompanying photo are reproduced with permission from Dana Nieder at [The Uncommon Sense Blog](#).

Play a variety of interactive games, activities and apps which require conventional movements to access the technology. These include:

- Keyboard and Mouse skills- [OwlleBoo Website](#)
- Drag and drop skills – Drag and Drop, Buzzle, KidzBlox1, Pony Drag and Drop, PM Reader software
- Touch and release skills – Sound Touch app, Fireworks app, Tap Tap Ants app, Touchpet apps, Rat on a Scooter app, PM Reader software, Chooselt Software
- Swipe skill – Talking Ginger (Free), Swipe Soccer app, Soccer Kick app, Animix app
- Click skill - PM Readers, [Starfall Website](#), [HelpKidz Learn Website](#)



Soccer Kick



Animix



TouchPet

**Suggested Apps****Drag and Drop****Buzzle****KidzBlox 1****Pony Drag and Drop****Sound Touch****Tap bugs****Rat on a Scooter****Assessing Fine Motor Skills – Abstract & Verbal Symbolic****Strategies**

- Observation
- Consultation
- Peer and self assessment
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as occupational therapists could provide additional assessment information.

LS&W1 Producing Text and Fine Motor Skills

ASSESSMENT SUPPORT

Students may be working at different developmental stages within the one strand. This assessment tool should assist you to record progress and develop individualised SMART goals for students.

Name:

Stage:

Year:

Suggested Strategies

Observation
Consultation
Analysis
Peer and self assessment

Prompt Level Key

FP – Full physical assistance
PP – Partial physical assistance
M – Modelled response
G/S – Gesture/sign
V – Verbal
I – Independent

Environment Key (Enviro)

A – All environments
S – School
C – Community
H – Home

LS&W1 PRODUCING TEXT

Prompt	Enviro	Pre-Intentional Content	Prompt	Enviro	Intentional Content	Prompt	Enviro	Concrete Symbolic Content	Prompt	Enviro	Abstract and Verbal Symbolic Content
		Looks			Hits switch, keyboard, mouse			Uses a switch for a purpose (cause & effect)			Recognises different components of a computer e.g. mouse, keyboard
		Reaches out			Looks at screen			Randomly hits individual keys on a keyboard			Recognises and uses some individual keys on a keyboard for a purpose
		Touches			Touches an interactive screen			Uses a touch and release action to make a selection on an interactive screen			Uses an interactive touch screen to drag and drop
					Makes a mark with no intentional meaning			Makes an intentional mark			Scribbles
											Makes marks within the confines of a page
											Makes marks within the confines of a space
											Traces simple lines and shapes
											Copies lines and shapes

LS&W1 FINE MOTOR SKILLS

Prompt	Enviro	Pre-Intentional Content	Prompt	Enviro	Intentional Content	Prompt	Enviro	Concrete Symbolic Content	Prompt	Enviro	Abstract and Verbal Symbolic Content
		Reaches out			Grasps			Maintains a grasp			Strengthens fine motor skills (palmer to pincer)
		Touches			Interacts with objects using fine motor skills			Manipulates objects using fine motor skills			Uses a single finger to access technology (swipe, click, drag)

English Program

Focus: Letters, Words & Sounds 1 Producing Texts

Class		Teacher		Term		Weeks	
Outcomes and Content							
Outcomes	Primary Syllabus	Student Names	ENe-3A A student produces most lower case and upper case letters and uses digital technologies to construct texts ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-7B A student recognises some different purposes for writing and that own texts differ in various ways				
	Life Skills Syllabus	Student Names	Life Skills 7-10 Outcomes (2012) ENLS-2A A student communicates for a variety of purposes, audiences and contexts ENLS-5A A student recognises and uses visual texts media and multimedia for a variety of purposes, audiences and contexts ENLS-8A A student writes short texts for everyday purposes ENLS-11B A student composes, publishes and presents texts appropriate to purpose and audience in a range of contexts HSC Life Skills 11-12 Outcomes (2007) HSC LS5.1 Copies symbols, pictures, letters or words HSC LS5.3 Writes and transfers specific information using standard formats				
English Framework Content				Content			
Content	Student Names:	Student Names:	Student Names:	Student Names:	Student Names:		
	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Early Stage 1	Life Skills		
	Hits switch, keyboard, mouse Looks at screen Touches an interactive screen	Uses a switch for a purpose (cause & effect) Randomly hits individual keys on a keyboard Uses a touch and release action to make a selection on an interactive screen	Recognises 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	<ul style="list-style-type: none"> - use simple functions of keyboard and mouse, including typing letters, scrolling, selecting icons and dropdown menus 3A - experiment using digital technologies e.g. produce own name, commonly used words and simple sentences 3A - construct texts using software including word processing programs 3A - recognise the letters of the alphabet and know there are lower and upper case letters 4A 	Life Skills (ENLS) Students: <ul style="list-style-type: none"> - select and use appropriate means of communication, including technology, for a particular audience 2A - recognise how technology is used for different purposes and audiences in film, websites and other multimedia texts 5A - construct short texts using visual aids and/or appropriate technology 8A - use a range of technology to create meaning when composing texts 11B - select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences 11B - explore ways to present information using appropriate technology and strategies 11B HSC Life Skills (LS) Students: <ul style="list-style-type: none"> - write their own names in signature format or equivalent by hand or using technology 5.3 - write, using technology, to request information 5.3 		

English Framework Content <i>cont.</i>				Content <i>cont.</i>	
Content	Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Early Stage 1	Life Skills
	Makes a mark with no intentional meaning	Makes an intentional mark	<p>Scribbles</p> <p>Makes marks within the confines of a page</p> <p>Makes marks within the confines of a space</p> <p>Traces simple lines and shapes</p> <p>Copies lines and shapes</p>	<ul style="list-style-type: none"> - understand foundation movements that underpin NSW Foundation Style 3A - use foundation movements as a basis for the introduction of formal letters when composing simple imaginative and other texts for enjoyment or to convey an idea or experience 3A - develop basic skills of writing, including correct pencil grip, good posture, handwriting movements and accurate use of alternative writing tools, to form some lower case and upper case letters 3A - write from left to right and leave spaces between words 3A - produce some lower case and upper case letters using learned letter formations 3A - demonstrate an awareness of written forms of communication, including labels, symbols, emails, letters and photographs 7B 	<p>Life Skills (ENLS) Students:</p> <ul style="list-style-type: none"> - complete personal details in a range of formats for a variety of purposes 8A - recognise the range of conventions used in written texts 8A - write short texts using correct conventions 8A - write own name 8A - write signature in consistent form 8A - construct short texts using visual aids and/or appropriate technology 8A - write short texts 8A - transfer information from one source to another 8A - write about familiar topics for everyday purposes 8A <p>HSC Life Skills (LS) Students:</p> <ul style="list-style-type: none"> - copy letters or symbols to represent their own names on official documents and personal correspondence 5.1 - copy their own names and personal details in appropriate formats 5.1 - develop strategies to copy personal details from one format to another 5.1

Links to Quality Teaching Framework

Intellectual Quality		Quality learning Environment		Significance	
<input type="checkbox"/> Deep knowledge	<input type="checkbox"/> Higher-order thinking	<input type="checkbox"/> Explicit quality criteria	<input type="checkbox"/> Social support	<input type="checkbox"/> Background knowledge	<input type="checkbox"/> Inclusivity
<input type="checkbox"/> Deep understanding	<input type="checkbox"/> Metalanguage	<input type="checkbox"/> Engagement	<input type="checkbox"/> Students' self-regulation	<input type="checkbox"/> Cultural knowledge	<input type="checkbox"/> Connectedness
<input type="checkbox"/> Problematic knowledge	<input type="checkbox"/> Substantive communication	<input type="checkbox"/> High expectations	<input type="checkbox"/> Student direction	<input type="checkbox"/> Knowledge integration	<input type="checkbox"/> Narrative

Links to Other KLAS

Mathematics	Science	Creative Arts
HSIE/Geography/History	Languages	PDHPE

Assessment

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Evaluation

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English Program

Class		Teacher		Term		Week	
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	Monday	Tuesday	Wednesday	Thursday	Friday	Notes <i>e.g. student assessment, program evaluation or other comments</i>
SESSION 1						
SESSION 2						
SESSION 3						

Reading and Viewing Texts

Reading and Viewing 1: Book Knowledge and Concepts about Print

R&V1 Book Knowledge and Concepts about Print

ENGLISH LEARNING CONTINUUM

Syllabus Outcomes

Early Stage 1 Outcomes (2012) ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-8B A student demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter ENe-10C A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning	Life Skills 7-10 Outcomes (2012) ENLS-4A A student views and responds to a range of visual texts, media and multimedia ENLS-5A A student recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-6A A student reads and responds to a range of written texts in familiar contexts ENLS-7A A student uses strategies to obtain meaning from and interpret a range of texts	HSC Life Skills 11-12 Outcomes (2007) HSC LS4.1 Recognises individual photographs, pictures, symbols or words for personal use HSC LS4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment HSC LS6.1 Recognises familiar objects and images when presented in a range of formats so as to make choices and communicate needs HSC LS6.2 Views images and interprets their meaning, information and content
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	Pre-Intentional	Intentional	Concrete Symbolic	Abstract and Verbal Symbolic	Syllabus Content
BOOK KNOWLEDGE	Fixes gaze Reacts to a book	Briefly looks at a book Explores a book with senses	Responds to a book Holds book	Engages with a book in a non-conventional manner Engages meaningfully with a book	Early Stage 1 (ENe) Students: -recognise basic book conventions, e.g. open and hold books correctly, turn pages 4A -share picture books and digital stories for enjoyment and pleasure 10C -develop an appreciation for books, poetry and song and the importance of narrative 12E Life Skills (ENLS) Students: -view and respond to a range of visual texts, media and multimedia for enjoyment 4A -respond to a variety of texts 4A HSC Life Skills (LS) Students: -select material with photographs or pictures of family members or friends, for personal enjoyment 4.1 -select printed material with photographs or pictures of favourite people, objects or items 4.1 -select written material to read for recreation and leisure 4.5 -use public libraries to select a variety of written material 4.5 -select material for viewing from a personal collection 6.1 -indicate preferences for specific visual material from an available selection of familiar items 6.1
CONCEPTS ABOUT PRINT	Looks Fixes gaze	Fixates/focuses	Responds to symbols	Recognises symbols, illustrations and text	Early Stage 1 (ENe) Students: -understand direction of print, return sweeps and spaces between words 4A -understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality 4A -distinguish print from drawings 8B -recognise parts of print and digital texts, e.g. front and back covers, title and author, layout and navigation 8B -recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry 10C Life Skills (ENLS) Students: -recognise photographs, pictures or symbols as representations of familiar people, objects, venues 4A -recognise symbols, signs and logos in everyday situations 4A -read a variety of short, written texts for enjoyment or information 6A -explore the ways features of visual texts, media and multimedia are used to create meaning for a range of purposes and audiences 5A HSC Life Skills (LS) Students: -select items and objects by identifying symbols or words 4.1 -scan visual material to select chosen content 6.2
	Scans in any direction	Scans and tracks	Uses some left to right directionality	Uses consistent left to right directionality	

R&V1**BOOK KNOWLEDGE****Pre-Intentional & Intentional****Strategies**

Attribute meaning
Modelling
Guided practice
Shaping
Motivators

Opportunities

Literacy sessions
Library sessions
Leisure time
Sensory play

Resources

Personalised books
Sensory books
Big books
Interactive books
Sound button books
Tactile books
Laminated illustrations
Lift the flap books
Board books

Pre-Intentional

Reacts to a book

Fixes gaze

Students currently working at a pre-intentional level should be working toward intentional content.

Intentional

Briefly looks at a book

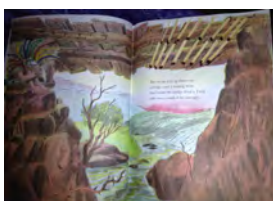
Explores a book with senses

Briefly looks at a book

Use motivating books with a student in a one-to-one situation saying, "SN, we are going to look at a book." Hold the book within the student's field of vision and if necessary move it around to attract the student's attention. Wait for the student to look at the book and immediately praise them saying, "SN is looking at the book. Good looking SN!" Read the story to the student and point out key features of the illustrations. Continually praise the student when they are looking at the book to shape this behaviour into an intentional action. Motivating books could include those that cover favourite topics or characters as well as sound, sensory or lift the flap books.

Read big books to the class group with a focus on student 'looking' behaviour. Always praise students for looking at the book and/or offer them a reward to reinforce and encourage this behaviour.

Prior to group big book reading sessions, choose a section of each illustration and cover it with a piece of paper. As the book is read, encourage students to listen to the story and look at the illustration to try and guess what is hidden under the paper. Select one student to lift the paper and reveal the hidden section of the illustration. Continually praise students for looking at the book in order to shape this behaviour into an intentional action associated with reading experiences.

**Explores a book with senses**

Prepare laminated colour copies of illustrations from a book. Read the book to the class group and as each section is read, have a support person hold the corresponding illustration directly in the student's line of sight. Encourage the student to take hold of, or explore the illustration using sight, smell or touch.

Provide opportunities for students to hold board, tactile or sensory books and explore them using sight, smell or touch. As the student explores the book describe their actions using words associated with basic book knowledge such as, "SN is touching the front cover!", "SN is smelling the page" etc.

Make personalised sensory books for students to explore with sight, smell or touch. For example, the book could be about textures or colours incorporating the student's photo/name on each page with a different object to explore with sight, smell or touch. Say, "SN has a fluffy, yellow duck" or "SN can see the green garden".

Suggested Apps

Cars 2 Storybook



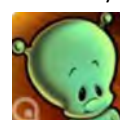
Dr Seuss's ABC



Hairy Maclary from Donaldson's Dairy



Cozmo's Day Off



Ladybird Classic Me Books



The Wonky Donkey

**Assessing Book Knowledge - Intentional****Strategies**

- Observation
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities when assessing these skills.
- Skill checklists/rubrics could be used to assess some of these skills.

R&V1**BOOK
KNOWLEDGE****Concrete
Symbolic****Strategies**

Prompting
Attribute meaning
Guided practice
Modelling
Strategic pausing
Independent practice
Motivators

Opportunities

Literacy sessions
Leisure time
Library sessions

Resources

Variety of texts
Reading corner
Library
Sensory books
Picture books
Magazines
Board books
Big books

Concrete Symbolic

Responds to a book

Holds a book

**Responds to a book**

Use shared, modelled and guided reading sessions to elicit responses from students as a book is read. Use of the same book allows students to become familiar with the text and increases their confidence when contributing to class discussions. Strategies such as strategic pausing at favoured or memorised parts of the text encourage students to verbalise or sign them. Praise students for responding to the book and encourage this behaviour in future reading experiences.

Read picture books with a student in a one-to-one session and observe them closely for any type of response. Depending on the student's level of need the type of response could range from a blink of an eye to turning head or reaching for the book. As soon as the student responds to the book, interpret their response and provide verbal feedback to them such as, "SN likes the book, let's keep reading!" Use a variety of different types of books and/or motivating topics/characters in order to ensure that a student will be engaged in the activity and more likely to make some form of response.

Holds a book

Present a book to a student and support them to hold it without immediately releasing or dropping it. Praise the student immediately by saying, "SN, you are holding the book, well done!" Initially students may lay the book open on their lap. Provide opportunities to hold/grasp the book for longer periods of time until the student is able to do this successfully on a consistent basis. When reading books as a class group, give the student their own copy of the book to hold for the duration of the reading. Praise the student for holding the book independently.



Setup a reading corner in the classroom containing copies of familiar and motivating books for student use. After reading a book to the class group, drawing their attention to things of interest such as bright illustrations, pop-up pictures and sound buttons, provide opportunities for them to select and read a book from the reading corner. Provide support to those students who are unable to independently access the reading corner to select and hold a book of their choice. Praise students for holding the book and encourage

conventional book handling where appropriate.

Motivating classroom or school libraries could be used to encourage students to hold and respond to books in their own reading time. Class libraries should be made up of a [variety of texts](#) that cover topics of interest and/or relate to units of work.

Assessing Book Knowledge – Concrete Symbolic**Strategies**

- Observation
- Analysis

Key Assessment Points:

- Observation could occur throughout the school day in a variety of activities when assessing these skills.
- Skill checklists/rubrics could be used to assess some of these skills.

R&V1**BOOK
KNOWLEDGE****Abstract &
Verbal Symbolic****Strategies**

Attribute meaning
Strategic pausing
Questioning
Guided practice
Modelling
Motivators

Opportunities

Literacy sessions
Community access
Library sessions
Leisure time

Resources

Board books
Sensory books
Sound button books
Big books
Tactile books
Art supplies
Adapted books
Paper clips
Tabs
Sticky dots
Magazines
Newspapers

Abstract & Verbal Symbolic

Engages with a book in a non-conventional manner

Engages meaningfully with a book

Engages with a book in a non-conventional manner

Provide opportunities for students to play/interact with a [variety of texts](#). Use descriptive language to comment on what the student is doing with the book by saying, "SN is holding the book!", "SN is looking at the back cover!" or "Oops! SN's book is upside down!" When correcting book-handling behaviours use positive words and tone ensuring language remains age appropriate.

Engages meaningfully with a book

During reading experiences encourage students to engage meaningfully with the book being read to them. Strategically pause to provide opportunities for students to engage with the book by:

- drawing attention to different elements of a book such as words, pictures, page numbers, back cover, front cover, pages
- questioning students about book elements by asking, "Can you show me where the front cover is?", "Where are the words?"
- pointing out familiar objects and/or characters



Utilise local and school libraries, bookshops and newsagents to provide opportunities for students to access and engage with books. This could include a borrowing program or purchasing of reading materials for the classroom. For younger students, local libraries can be accessed for group reading sessions.

When sharing a text with students, ensure that each student has their own copy to read along. When the page is turned, hold up the book for students to see and ask them to turn their own page. Ensure students have the correct page by asking, "Is your page the same?" To reinforce conventional page turning skills play a game by selecting and holding up a random page in the book and asking students to find the

page that is the 'same'. This could also be turned into a mini competition to see who can find the correct page fastest.

Adapt books to allow students with physical or fine motor difficulties to turn one page at a time by adding paper clips or tabs. Add tactile materials and/or sticky dots to the bottom right hand corner of each page in a book to help identify or encourage correct page turning behaviour.

Present a book/magazine to the student and flick through the book to locate pages that would be of interest to them. Say, "SN, let's look at this page. What can we see?" Encourage the student to turn the pages themselves when they are familiar with this activity.

To encourage engagement with texts, present a student with a motivating themed magazine such as 'Food Ideas' and ask them to flip through to find particular items. For example, from the 'Food Ideas' magazine the student may be asked to locate all the cakes. This could be extended to include cutting and pasting of the images found.

Assessing Book Knowledge – Abstract & Verbal Symbolic**Strategies**

- Observation
- Analysis
- Questioning

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation and questioning could occur throughout the school day in a variety of activities or during a structured literacy assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics.

R&V1**CONCEPTS
ABOUT PRINT****Pre-Intentional
& Intentional****Strategies**

Motivators
Prompting
Modelling
Attribute meaning
Shaping

Opportunities

Literacy sessions
Sensory play
Leisure time
Technology sessions
Music sessions

Resources

Motivators
Sensory room
Interactive touch
screen devices
Interactive apps,
software & websites
Marble run
Bell
Music
Songs

Pre-Intentional

Looks

Fixes gaze

Scans in any direction

Students currently working at a pre-intentional level should be working toward intentional content.

Intentional

Focuses

Scans and tracks

Points without direction

Focuses

To encourage students to focus, place a motivator on the floor/table in front of them. When the student looks at and focuses on the object, attribute meaning to the action by saying, "Student Name (SN), is looking at the" and allow the student to continue watching and/or interacting with the item.

Provide opportunities for students to access a sensory room and interact with a variety of visually stimulating items. Always praise the student for focusing by attributing meaning to their actions.

Use visually stimulating interactive touch screen software or apps to encourage a student to focus. Websites such as [SENSwitcher](#) and [HelpKidzLearn](#) have an excellent selection of switch adaptable and visually stimulating activities for students to focus on. Always praise the student for focusing, by attributing meaning to their actions.

Scans and tracks

Encourage a student to scan and track by holding a motivating object in the student's view and moving it in response to the student's eye movement. Shape this into an intentional action by attributing meaning and saying, "SN is watching the" Increasingly move the item away from the student's line of vision so that they have to scan and track the item by moving their eyes.

Toys such as a marble run could be used to encourage students to scan and track the motion of the marble. Auditory stimulation by way of a bell along the run may increase motivation for some students to scan and track.

Provide opportunities for students to watch and listen to stories on the interactive whiteboard that are read aloud as each word in the sentence is highlighted. Encourage students to scan and track by watching the words as they are highlighted on the screen. This activity could also be used on other types of interactive devices such as computers, laptops or tablets.

Points without direction

Attribute meaning to a student's involuntary body movements toward an object by saying "SN is showing me the...", or "SN wants the...". Shape this into an intentional action where possible by providing access to the item so that the student begins to experience a link between moving toward/pointing to an item and receiving it.

Sing songs with students that encourage pointing behaviour. Words and/or music for songs such as 'The Spot Song', 'Heads and Shoulders' and 'Do you put your hat on your head' as well as many others, are freely available on the internet from websites such as: [Shelveit](#), [Songs for Teaching](#) and [A Library Geek](#). The [Sing, Read and Rhyme booklet](#) developed, compiled and presented by S. Drayton & C. Stuckey for Gosford City Library contains the lyrics to these songs and a number of other useful rhymes that could support this activity.

Suggested Apps

Musical Flash
Cards



Twinkle Twinkle



Baby Touch
Shapes



Baby Discover
Images



Glow Tunes



Funny Movie
Maker

**Assessing Concepts about Print – Intentional****Strategies**

- Observation
- Analysis

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities when assessing these skills.
- Skill checklists/rubrics could be used to assess some of these skills.

R&V1**CONCEPTS
ABOUT PRINT****Concrete
Symbolic****Strategies**

Motivators
Errorless learning
Attribute meaning
Shaping
Strategic pausing

Opportunities

Morning circle
Literacy sessions
Leisure time
Structured games
Transitions
Work schedules
Sport

Resources

Sensory items
Music
PCS
Interactive
whiteboard
Interactive books
Interactive touch
screen devices
Interactive apps,
software & websites

Concrete Symbolic

Responds to symbols

Uses some left to right
directionality

**Responds to symbols**

Use the same symbol to consistently communicate a particular instruction to students such as 'wait' or 'sit'. Hold the symbol in the student's line of vision and clearly state the meaning of the symbol by saying and signing the word. Repeat the instruction incorporating the student's name by saying and signing, "SN, wait" whilst holding the visual in their line of sight. Praise the student for responding appropriately to the symbol and instruction. Reinforce it

by pointing to the symbol or giving the symbol to the student as you say, "Good waiting SN!" Ensure all staff working with the student use this symbol.

Play an adapted version of games such as 'Simon Says' or 'Pirate Ship' using symbols to support the instructions given to students. Websites such as [Family Education](#) and [Teaching Ideas](#) describe how to play these games and many others that could be adapted for use with symbols.

Use symbols to teach students age appropriate dances. YouTube videos for the following dances [Hokey Pokey](#), [Chicken Dance](#) and [Time Warp](#) could be used to support this activity.

**Uses some left to right directionality**

Hold a motivating item in the student's view and wait for them to locate the item by making eye contact and focusing on it. Say, "Good looking SN, you found the....". Move the item to the right, but still in the student's line of sight. Strategically pause to give the student time to locate the item. Repeat this activity and gradually increase the tracking distance whilst decreasing the number of pauses.

Motivating interactive whiteboard activities that require students to move an animated character or object from the left side of the board to the right side of the board encourage left to right directionality. This could also be incorporated into morning circle whiteboard tasks such as moving their photo from the left side of the board to the right side of the board to indicate they are at school today.

Provide students with opportunities to read interactive books that require them to touch each word to hear it read aloud. Use errorless learning to ensure that the student reads each word in order with left to right directionality.

Assessing Concepts about Print – Concrete Symbolic**Strategies**

- Observation
- Questioning
- Analysis
- Peer and self assessment
- Testing

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as speech therapists may be able to provide additional assessment information.
- Informal testing could be used to assess student responses to specific symbols.

R&V1**CONCEPTS
ABOUT PRINT****Abstract &
Verbal Symbolic****Strategies**

Guided practice

Modelling

Explicit teaching

Match to sample

Questioning

Independent practice

Opportunities

Literacy sessions

Library sessions

Work schedules

ResourcesAccelerated Literacy
programs

Now....then board

Visual schedule

Visual timetable

Interactive touch
screen devices

PCS

Variety of texts

Laminated excerpts
of texts

Velcro

Interactive books

Interactive apps,
software & websites**Abstract & Verbal Symbolic**Recognises symbols,
illustrations and textUses consistent left to right
directionality

pictures, sentences and basic punctuation. Provide the least amount of support required for students to find examples in their copy of the text. Have students come to the front and point to the concepts of print you are looking at in the big book version.

Make two colour copies of the front cover or a page from a text that students are studying to teach concepts of print. Laminate both copies, cutting up one and using the other as a baseboard with Velcro™ for students to engage in matching activities. When cutting up one copy, divide it up based on key concepts of print being taught such as words and illustrations or title, author and illustration. Explicitly teach the concepts to students during reading sessions and then use the laminated matching pages for students to identify each individual print concept.

Teach students the 'Concepts about Print' song from the blog titled '[Mrs Jones' Room](#)'. The words to the song can be found [here](#) and are sung to the tune of Frere Jacques.

Uses consistent left to right directionality

Using an appropriate level of symbolic representation, present a student with a visual sequence. Read through the sequence with the student by encouraging them to point at or use their eyes to track the sequence using left to right directionality. Fade the level of support required to track and read the visual sequence from left to right as the student begins to demonstrate this skill consistently.

Encourage students to use left to right directionality in all written work including writing their own name or by placing a stamp or sticker on the left hand side of the page to indicate where to begin writing. Use tracing apps such as those suggested here to emphasise left to right directionality. Provide the student with the least amount of support required to complete the task. When reading with students individually or in a group, always emphasise where to start reading on each page. Use a special marker such as a coloured star that can be attached to the book with blue tack to draw attention to where to begin reading. Invite students to place the marker on the book to show the class where to start reading. The marker can easily be removed and replaced on each page as the book is read.

**Recognises symbols, illustrations and text**

Use one text with the class for an extended period of time and read it on a daily basis, such as 'Alexander's Outing' by Pamela Allen. Where there are copies available ensure all students have their own copy of the book to read along. If there is a big book version available, use it each time you read with the students and point out basic print concepts such as words,

Suggested Apps

Let's Tracing



Finger Motion

**Assessing Concepts about Print – Abstract & Verbal Symbolic****Strategies**

- Observation
- Questioning
- Analysis
- Peer and self assessment
- Testing

Key Assessment Points:

- The level of prompting required for the student to complete a task should always be recorded.
- Observation could occur throughout the school day in a variety of activities or during a structured assessment task. This could be captured on video or in photos and recorded in skill checklists/rubrics for analysis.
- Consultation with outside agencies and therapists such as speech therapists may be able to provide additional assessment information.
- Informal testing could be used to assess student responses to specific symbols.

Students may be working at different developmental stages within the one strand. This assessment tool should assist you to record progress and develop individualised SMART goals for students.

Students may be working at different developmental stages within the one strand. This assessment tool should assist you to record progress and develop individualised SMART goals for students.

Name:	Stage:	Year:
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Suggested Strategies	Prompt Level Key	Environment Key (Enviro)
Observation	FP – Full physical assistance	A – All environments
Testing	PP – Partial physical assistance	S – School
Analysis	M – Modelled response	C – Community
Peer and Self Assessment	G/S – Gesture/sign	H – Home
Questioning	V – Verbal	
Discussion	I - Independent	

R&V1 Book Knowledge											
Prompt	Enviro	Pre- Intentional Content	Prompt	Enviro	Intentional Content	Prompt	Enviro	Concrete Symbolic Content	Prompt	Enviro	Abstract & Verbal Symbolic Content
		Fixes gaze			Briefly looks at a book			Responds to a book			Engages with a book in a non-conventional manner
		Reacts to a book			Explores a book with senses			Holds a book			Engages meaningfully with a book

[illegible]

English Program

Focus: Reading & Viewing 1 Book Knowledge

Class		Teacher		Term		Weeks	
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Outcomes and Content

Outcomes	Primary Syllabus	Student Names	ENe-4A A student demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies ENe-10C A student thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts ENe-12E A student demonstrates awareness of how to reflect on aspects of their own and others' learning
	Life Skills Syllabus	Student Names	Life Skills 7-10 Outcomes (2012) ENLS-4A A student views and responds to a range of visual texts, media and multimedia HSC Life Skills 11-12 Outcomes (2007) HSC LS4.1 Recognises individual photographs, pictures, symbols or words for personal use HSC LS4.5 Comprehends and responds to a variety of texts in a range of formats to obtain information, engage in a range of recreation and leisure activities and to undertake further education, training and employment HSC LS6.1 Recognises familiar objects and images when presented in a range of formats so as to make choices and communicate needs

English Framework Content				Syllabus Document Content	
Content	Student Names:	Student Names:	Student Names:	Student Names:	Student Names:
	Intentional	Concrete Symbolic	Abstract & Verbal Symbolic	Early Stage 1	Life Skills
	Briefly looks at a book Explores a book with senses	Responds to a book Holds book	Engages with a book in a non-conventional manner Engages meaningfully with a book	<ul style="list-style-type: none"> - recognise basic book conventions, e.g. open and hold books correctly, turn pages 4A - share picture books and digital stories for enjoyment and pleasure 10C - develop an appreciation for books, poetry and song and the importance of narrative 12E 	Life Skills (ENLS) Students: <ul style="list-style-type: none"> - view and respond to a range of visual texts, media and multimedia for enjoyment 4A - respond to a variety of texts 4A HSC Life Skills (LS) Students: <ul style="list-style-type: none"> - select material with photographs or pictures of family members or friends, for personal enjoyment 4.1 - select printed material with photographs or pictures of favourite people, objects or items 4.1 - select written material to read for recreation and leisure 4.5 - use public libraries to select a variety of written material 4.5 - select material for viewing from a personal collection 6.1 - indicate preferences for specific visual material from an available selection of familiar items 6.1

Links to Quality Teaching Framework					
Intellectual Quality		Quality learning Environment		Significance	
<input type="checkbox"/> Deep knowledge	<input type="checkbox"/> Higher-order thinking	<input type="checkbox"/> Explicit quality criteria	<input type="checkbox"/> Social support	<input type="checkbox"/> Background knowledge	<input type="checkbox"/> Inclusivity
<input type="checkbox"/> Deep understanding	<input type="checkbox"/> Metalanguage	<input type="checkbox"/> Engagement	<input type="checkbox"/> Students' self-regulation	<input type="checkbox"/> Cultural knowledge	<input type="checkbox"/> Connectedness
<input type="checkbox"/> Problematic knowledge	<input type="checkbox"/> Substantive communication	<input type="checkbox"/> High expectations	<input type="checkbox"/> Student direction	<input type="checkbox"/> Knowledge integration	<input type="checkbox"/> Narrative

Links to Other KLAS		
Mathematics	Science	Creative Arts
HSIE/Geography/History	Languages	PDHPE

Assessment

Evaluation

English Program

Class		Teacher		Term		Week	
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	Monday	Tuesday	Wednesday	Thursday	Friday	Notes <i>e.g. student assessment, program evaluation or other comments</i>
SESSION 1						
SESSION 2						
SESSION 3						

Glossary

Teaching Strategies

Assessment Strategies

Prompt Levels

Developmental Stages of Learning

DEVELOPMENTAL STAGES

The document will help teachers identify the stage their students are operating at in English and provide opportunities to move students towards the next stage. The following developmental stages have been used; pre-intentional, intentional, concrete symbolic, abstract and verbal symbolic and are defined as:

STAGE	DESCRIPTION
Pre-intentional	The student's communication may have no known purpose or meaning, as it is a reflex action. The communication partner has to assign meaning to a non-verbal student's behaviours and interpret the intention of the behaviour. Behaviours may be unconventional.
Intentional	The student makes a definite attempt to communicate or interact although the intention may not be clear to the communication partner. Behaviours can be unconventional and may escalate if communication needs are not met.
Concrete Symbolic	The student uses the environment to add meaning to their communication. The intention to communicate is clear; the student engages with a communication partner on a one to one basis. Communication is within a context set in the 'here and now'. The student uses real objects, object symbols, photos, pictures, signs or gestures, even some words and word combinations. The teacher usually directs the student's interest at this level.
Abstract and Verbal Symbolic	The student successfully uses verbal and/or non-verbal communication systems to engage a communication partner. They may regularly use multi-modal systems of symbols, signing, gestures and/or vocalisations. Communication can be out of context: people and events may not be present at the time (abstract). The student uses more spontaneous, conventional methods to communicate. The student usually initiates interest at this level.

PHASES OF LEARNING

PHASE	DESCRIPTION
Acquisition	'Students learn to demonstrate new knowledge, skills and strategies' (NSW BOS, 2011, p.20).
Fluency	'Students get better and faster at demonstrating knowledge, skills and strategies' (NSW BOS, 2011, p.20).
Maintenance	'Students demonstrate their ability to retain knowledge, skills and strategies' (NSW BOS, 2011, p.21).
Generalisation	'Students learn to apply knowledge, skills and strategies in different contexts and in different ways' (NSW BOS, 2011, p.21).

For further explanation see English K–6 Support Materials for Students with Special Education Needs 2011: Teaching and Learning Cycle, published by the NSW Board of Studies p.20-21.

ASSESSMENT STRATEGIES

STRATEGY	DESCRIPTION	Sources of Evidence	Recording Tools
Observation	Observing a student's behaviour or response in order to make professional judgments about their knowledge, understanding and/or skills. Teacher observation should occur as a natural part of the teaching and learning cycle on a continual basis. Observation can also be structured to gather specific assessment information.	<ul style="list-style-type: none"> • Student participation • Student responses • Student demonstration of knowledge, understanding and/or skills 	<ul style="list-style-type: none"> • Anecdotal records • Observation grids • Checklists • Tasks analysis • Progress charts • Data sheets • Tally sheets • Video, audio and/or photographs • Rubrics
Questioning	Asking questions to elicit responses from students that demonstrate their knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Individual, group or whole class discussions 	<ul style="list-style-type: none"> • Anecdotal records • Observation grids • Checklists • Data sheets
Analysis	Analysing work samples or student responses in order to identify their knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Skill drills • Worksheets • Student responses • Student demonstration of knowledge, understanding and/or skills • Student participation 	<ul style="list-style-type: none"> • Annotated work samples • Tests • Portfolios • Data sheets • Anecdotal records • Progress charts • Tally sheets • Rubrics
Discussion	Talking with students, previous teachers and families/carers in order to identify their knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Individual, group or whole class discussions • Meetings with students, stakeholders and paraprofessionals 	<ul style="list-style-type: none"> • Anecdotal records • Meeting minutes • Video/audio samples • Rubrics
Testing	Using a specifically designed activity to determine student knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Tests • Skill drills 	<ul style="list-style-type: none"> • Rubrics • Checklists • Task analysis • Progress charts • Data sheets
Peer and Self Assessment	Students rating how they feel they went with a task to identify their own knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Student work • Student discussions • Student demonstration of knowledge, understanding and/or skills 	<ul style="list-style-type: none"> • Self reflection chart
Consultation	Consulting with previous teachers, school counsellors, families/carers and professionals from other agencies such as speech therapists, occupational therapists or psychologists to identify a student's knowledge, understanding and/or skills.	<ul style="list-style-type: none"> • Individual, group or whole class discussions • Reports • Meetings with students, stakeholders and paraprofessionals 	<ul style="list-style-type: none"> • Reports • Meeting minutes • Checklists • Video/audio recordings • Tests • Data sheets • Anecdotal records • Progress charts • Rubrics

PROMPT LEVELS

LEVEL OF SUPPORT	CODE	DEFINITION
Full physical assistance	FP	Physically assisting a student through every action involved with completing a task.
Partial physical assistance	PP	Partial physical guidance to complete a task. Such as: a touch on the hand.
Modelled response	M	A demonstration to the student of the required action.
Gesture/sign	G/S	A non-verbal action/instruction that cues a student to perform a task or required action. (e.g. signing/pointing)
Verbal	V	A spoken instruction that informs the student of the desired action.
Independent	I	Completing a task with no level of support.

TEACHING STRATEGIES

All new skills should be taught explicitly through direct instruction, demonstration and modelling and then phased out as the skill develops. Praise and positive reinforcement should be used to provide feedback to students in all learning experiences.

STRATEGY	DESCRIPTION
Attributing meaning	The teacher assigns a meaning to a student's actions or response.
Backward Chaining	Breaking down and teaching the steps needed to complete a task in the reverse order to assist the student to understand the goal and reinforce achievement of it (2007, Mitchell, pp.177 – 178).
Blocking access	Creating a barrier to encourage a student to initiate a preferred behaviour.
Contingent responding	Giving a consistent response dependent on the student doing something specific, giving a correct answer or making any other form of response. <i>(For further explanation see English K–6 Support Materials for Students with Special Education Needs 2011: Communication, published by the NSW Board of Studies p. 75.)</i>
Correcting Errors	Teacher provides specific prompts in response to a student's error to teach them how to make the correct choice.
Distractors	The teacher provides the student with alternative choices that begin with a blank distractor and then increase in complexity.
Errorless learning	The teacher prevents the student from making an incorrect response until they are able to independently make the correct response. Also known as Response Prevention (Mueller, Palkovic & Maynard, 2007, p. 698).
Explicit Teaching	Students experiencing difficulties are likely to require more intense and explicit instruction (Graham & Harris 2005). This might include: <ul style="list-style-type: none"> • additional explanation • pre-teaching of prerequisite knowledge, strategies and skills for new learning • repeated modelling • the implementation of teaching steps that are further broken down into smaller steps (Mastiopierri & Scruggs 2002) • additional teaching and learning experiences at each phase of learning (acquisition, fluency, maintenance, generalisation) • instructional scaffolding. (NSW Board of Studies, 2011, p.14)
Guided Practice	Guided practice involves supporting students during initial practice to ensure that they develop knowledge, skills and strategies with accuracy and do not practise errors. It also involves providing for extensive student processing. <i>(For further explanation see English K–6 Support Materials for Students with Special Education Needs 2011: Teaching and Learning Cycle, published by the NSW Board of Studies p.17.)</i>
Incidental Teaching	Teaching a skill whenever a natural opportunity to do so arises (Houston & Thomas, 2003, p. 12).

STRATEGY	DESCRIPTION
Independent Practice	The teacher provides opportunities for a student to practice a new skill or task without teacher assistance (Rowan, K.J., 2010).
Match to Sample	Matching one object to an identical sample (Smith, B, 2008).
Motivators	The use of favoured or special interest items to engage or reward students.
Modelling	Teacher modelling or demonstrating the desired behaviour or skill.
Prompting	<p>Prompting is a form of support used to assist a student to demonstrate a skill or behaviour in response to an instruction or naturally occurring condition or event (eg morning tea bell, teacher instruction). The ultimate goal of prompting is for the student to be able to demonstrate a skill or behaviour independently (or as independently as possible). Following are examples of prompts, listed hierarchically from a lower level to a higher level of prompting:</p> <ul style="list-style-type: none"> • gestures • verbal prompts (ie saying what to do and how to do it. This is in addition to an instruction or suggestion) • pictorial prompts (these must be pictures that the student is able to interpret) • modelling (ie demonstrating the skill or behaviour) • physical prompts (examples of a decreasing level of physical prompts are as follows, providing: full physical assistance→support at the hand→physical support at the wrist→physical support at the elbow→physical support at the elbow for the initial part of the movement). Physical prompts are often paired with a lower level of prompt. <p>(NSW Board of Studies, 2011, Communication, p.76)</p>
Providing opportunities for choice	Provide multiple opportunities for students to make choices from a selection of two or more objects or activities. Provide direction to the student in either a visual or verbal form that identifies the available choices.
Questioning	Teacher uses questions to encourage students to problem solve or elicit the correct response.
Role Play	The teacher or student acts out a desired behaviour or skill.
Sabotage	The teacher engineers a learning experience by manipulating a resource or the environment e.g. removing spoons from the kitchen drawer to force a student to initiate a request when they get to their yoghurt.
Scaffolding	<p>Instructional scaffolding is a means by which support and guidance is provided to assist the development of students' understanding of English. Scaffolding may involve modelling, cues, hints, prompts, steps, teacher questioning, direct guidance, selection and sequencing of examples, or support from a teacher, teacher's aide or peer. Scaffolding is temporary and is adjusted as a student becomes more successful or independent in undertaking a task. Scaffolding is reduced in a gradual and planned way by providing more varied, more difficult and less familiar examples or by changing the level of support provided to the student (Harniss et al. 2002). Scaffolds may be presented in verbal, visual (written and/or pictorial), or physical form. (NSW Board of Studies, 2011 p. 26)</p>

STRATEGY	DESCRIPTION
Sensory Stimulation	The teacher uses items that provide sensory stimulation e.g. Individualised Sensory Environment (Bunning, 1996), to encourage a response or engage a student.
Shaping	The teacher takes a current action or behaviour and adapts it so it becomes a functional action. <i>(For further explanation see English K–6 Support Materials for Students with Special Education Needs 2011: Communication, published by the NSW Board of Studies p. 75.)</i>
Strategic Pausing	The teacher intentionally pauses at a specific time. This pause acts as a prompt for the student to make a response.
Take up time	The teacher provides adequate time for a student to process information.
Touch Cues	The teacher uses physical touch to cue a student during a learning activity e.g. a tap on shoulder. The intended meaning of a touch cue is derived from the specific context and situation. Touch cues should be used selectively, conservatively, and consistently so that the child can develop an understanding of what they represent (Chen, Downing & Rodriguez-Gil, 2001).