Literacy and Numeracy Precursor Indicators

Inclusive Assessment Program

Table of contents

1. Introduction

The Literacy and Numeracy Precursor Indicators were developed as part of the Assessment for Complex Learners project, which aimed to understand and describe what learning looks like for students with complex learning needs and disabilities through researching and trialling new assessment tools.

What are the Literacy and Numeracy Precursor Indicators?

The department, in collaboration with school leaders and teachers, has developed a set of inclusive literacy and numeracy indicators, the Literacy and Numeracy Precursor Indicators (L&N Precursors). The L&N Precursors describe the skills, understandings and/or capabilities students may need to establish a strong first language and access the later literacy and numeracy skills, understandings and/or capabilities described in the National Literacy and Numeracy Learning Progressions (the Progressions).

> Access the L&N Precursors professional learning and support at Literacy and Numeracy Precursors.
>
> Professional learning is available in MyPL.

The L&N Precursors are intended to be precursors to the Progressions. They flow to Level 1 indicators in the following sub-elements:

Literacy	Numeracy
Listening	Number and place value
Interacting	Counting processes
Speaking	Additive strategies
Fluency	Multiplicative strategies
Phonological awareness	Number patterns and algebraic thinking
Phonic knowledge and word recognition	Understanding money
Understanding texts	Understanding units of measurement
Handwriting and keyboarding	Understanding geometric properties
Creating texts	Positioning and locating
	Measuring time

The L&N Precursors is an online assessment tool hosted on the ALAN platform. This will support schools to observe, record and analyse student data.

Who are the Literacy and Numeracy Precursor Indicators intended for?

The L&N Precursors are intended for any students who:

- need support to develop their language skills, including those with more moderate to severe forms of intellectual disability
- may be non-verbal or have language skills below those expected for their age
- are working towards Level 1 indicators in the Progressions.

2. Recording progress

Student indicator status

The student indicator statuses allow you to frame and record student progress against each indicator.

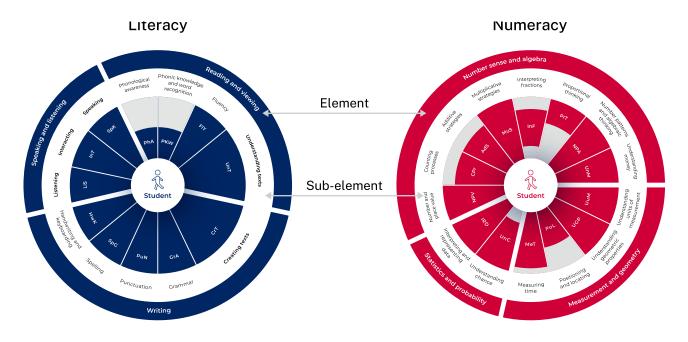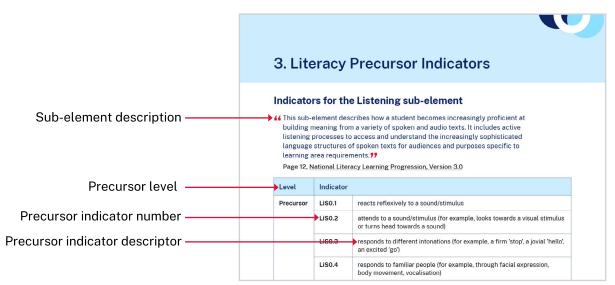| Code	Name	Description
NA	Not assessed	No indicator observation.
N	Not demonstrated	The student has been provided with an opportunity to show the skills, understandings and/or capabilities represented by the learning progression indicator but they did not show them.
PD	Partially demonstrated	The student has been provided with an opportunity to show the skills, understandings and/or capabilities represented by the learning progression indicator and they showed them in a limited capacity.
D	Demonstrated	The student has shown the skills, understandings and/or capabilities described by the learning progression indicator.
C	Consolidated	The student has consistently shown the skills, understandings and/or capabilities described by the learning progression indicator.

Interactional prompts

Interactional prompts are ways to support your students as they attempt to demonstrate a skill. Interactional prompts are used to provide a student with a supportive cue/prompt in order to complete the learning activity. Tracking which interactional prompts you use with your students and whether your students need fewer prompts over time will allow you to refer to how your students are progressing within an indicator.

Code	Name	Description
G	Gestural prompts	The educator provides a physical gesture to support a student to make a response. Gestural prompts are non-verbal prompts that include facial expressions, pointing, or physically indicating the correct response. For example, the educator points to 2 word cards to encourage student to make a selection.
M	Modelled prompts	The educator provides a demonstration of the expected behaviour or response without physical touch. For example, the educator completes part of the activity while the student watches.
Ve	Verbal prompts	The educator provides verbal clarification without directly stating the response. This could include a description of what a student should do or a leading instruction to encourage a response. For example, the educat or tells the student to "Remember, we're counting", "Your turn" or "Look again".
Vi	Visual prompts	The educator uses key word signs or provides a photo, picture, text, video, real object or other item that can be seen by the student to support them to respond. This includes positional prompts when the educator places the correct response closest to the learner or in a manner that assists in giving information about the answer. For example, the educator shows the student a visual schedule to prompt them to complete the learning activity.

Note: If other types of prompts are used this can be recorded in the comment field in the Literacy and Numeracy Precursor app.

How are the L&N Precursors structured?

Literacy

Numeracy

Element

Sub-element

3. Literacy Precursor Indicators

Indicators for the Listening sub-element

Sub-element description

" This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements. "

Page 12, National Literacy Learning Progression, Version 3.0

Precursor level

Precursor indicator number

Precursor indicator descriptor

Level	Indicator	
Precursor	LiS0.1	reacts reflexively to a sound/stimulus
	LiS0.2	attends to a sound/stimulus (for example, looks towards a visual stimulus or turns head towards a sound)
	LiS0.3	responds to different intonations (for example, a firm 'stop', a jovial 'hello', an excited 'go')
	LiS0.4	responds to familiar people (for example, through facial expression, body movement, vocalisation)

Note: The precursors are a non linear set of indicators, as they may be non-hierarchical. Some students might be able to perform some skills but not all in the sub-element.

The precursors link to the English and mathemathics K–2 curriculum access points.

For more information on key terms used in the L&N Precursors, refer to the glossary at the end of this document.

English as an additional language or dialect (EAL/D) considerations for literacy and numeracy

For students with complex needs who are also EAL/D learners, understanding cultural norms is important for teachers to be able to understand communication practices. In some cultures, non-verbal communication cues carry different meanings to what is commonly used in Australia. For example, moving your head from side to side may mean yes rather than no. For some non-verbal students, such culturally specific communication cues can be easily misinterpreted by educators as being incorrect or contextually inappropriate during learning activities. In numeracy, EAL/D students' understanding of number concepts and the corresponding English word may be impacted by differing patterns in English and home languages. For example, in Greek, 16 is 10 6. Educators need to be aware that EAL/D students may communicate their knowledge of mathematical concepts in their home language.

Further examples of language and cultural considerations for EAL/D learners are outlined in the ACARA EAL/D Teacher Resource Annotated Content Descriptions English Foundation to Year 10 and Mathematics Foundation to Year 10.

3. Literacy Precursor Indicators

Indicators for the Listening sub-element

" This sub-element describes how a student becomes increasingly proficient at building meaning from a variety of spoken and audio texts. It includes active listening processes to access and understand the increasingly sophisticated language structures of spoken texts for audiences and purposes specific to learning area requirements. "

Page 12, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	LiS0.1	reacts reflexively to a sound/stimulus
	LiS0.2	attends to a sound/stimulus (for example, looks towards a visual stimulus or turns head towards a sound)
	LiS0.3	responds to different intonations (for example, a firm 'stop', a jovial 'hello', an excited 'go')
	LiS0.4	responds to familiar people (for example, through facial expression, body movement, vocalisation)
	LiS0.5	responds to unfamiliar people (for example, through facial expression, body movement, vocalisation)
	LiS0.6	responds to own name (for example, turns towards speaker, vocalisations, facial expressions)
	LiS0.7	responds to key words that are spoken or represented (for example, drink, eat, play)
	LiS0.8	responds to one to 3 steps in a sequence (for example, looks, reaches out, touches a simple visual schedule)
Early A	ECL1a.1	shows interest in familiar people, events and activities (for example, tracks the speaker's movements, turns head in the direction of a speaker)
Early B	ECL1b.1	responds consistently to social interactions with familiar people (see Interacting)
	ECL1b.2	uses informal responses which can include vocalising, moving, touching (for example, touches a target object in response to a question or directive) (see Interacting)

Level	Indicator	
Level 1	LiS1.1	responds to a familiar, simple text structure (for example, indicates yes/no when asked a commonly recurring question such as "Are you hungry?") (see Speaking)
	LiS1.2	uses conventional behaviours to respond, which can include speech, formal gestures and actions (for example, head nodding and pointing)
Level 2	LiS2.1	responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation
	LiS2.2	follows a simple command
	LiS2.3	repeats familiar words heard in a text or conversation
Level 3	LiS3.1	listens actively to short texts consisting of a few sentences
	LiS3.2	recalls one or 2 ideas from a short text or interaction
	LiS3.3	responds to simple statements, commands or questions
	LiS3.4	uses a small range of listening strategies (for example, asking what, when, why questions about a text they have listened to)
	LiS3.5	responds to subtle tones and cues through facial expressions, gestures and action
	LiS3.6	discriminates individual words in a short, spoken sentence (for example, identifies 'lunchtime' in 'the meeting for the excursion is at lunchtime')
	LiS3.7	describes familiar objects and actions heard in a text or interaction (for example, the chicken ate the bug)
	LiS3.8	repeats accurately, short phrases and statements from a short text or interaction
	LiS3.9	recognises and generates one-syllable rhyming words (see Phonological awareness)

Indicators for the Interacting sub-element

❝ This sub-element describes how a student becomes increasingly proficient at active listening, strategic questioning and using language to share information and negotiate meaning and outcomes. Students interact across an increasing range of curriculum contexts and purposes in pair, group or whole-class oral interactions. This sub-element focuses on the development of two-way interaction processes to clarify and create understanding.❞

Page 15, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	InT0.1	responds to different facial expressions (for example, smiles when an educator smiles at them)
	InT0.2	responds to gestures (for example, takes hand when offered)
	InT0.3	briefly looks at a communication partner
	InT0.4	maintains eye contact with a communication partner
	InT0.5	imitates a communication partner (for example, facial expressions, body movement, sounds, using AAC system)
	InT0.6	uses body actions to interact (for example, claps, knocks, reaches out, touches)
	InT0.7	shows enjoyment or happiness (for example, smiles, vocalises, claps)
	InT0.8	shows discomfort or displeasure (for example, cries, scowls, bangs limbs)
	InT0.9	indicates requests (for example, points to item, uses AAC system / key word signs / key words)
	InT0.10	indicates refusal (for example, shakes head, uses AAC system / key word signs / key words)
	InT0.11	responds appropriately when greeted (for example, responds to greetings through gestures, verbally or using AAC device)
	InT0.12	initiates greetings/interactions with others (for example, through gesture, verbally or using AAC device)
Early A	ECI1a.1	interacts using informal behaviours to express a feeling or need (for example, vocalising, moving, using facial expressions)
Early B	ECI1b.1	interacts purposefully with familiar people (for example, refuse or request)

Level	Indicator	
Level 1	**InT1.1**	shares simple ideas with peers
	InT1.2	responds to questions in class discussion using non-verbal responses (for example, nodding)
	InT1.3	listens without interrupting (see Listening)
	InT1.4	uses home language or dialect to interact with familiar peers and adults
Level 2	**InT2.1**	contributes simple ideas and shares personal experiences to participate in informal group discussions
	InT2.2	shows signs of active listening, by sustaining attention across a short, spoken text
	InT2.3	shows beginning awareness of discussion conventions (for example, pauses when another speaker starts)
	InT2.4	uses appropriate language or dialect to interact with speakers of the same language
Level 3	**InT3.1**	actively listens to stay on topic in a small group discussion
	InT3.2	joins in small group and whole-class discussion
	InT3.3	asks relevant questions for clarification or to find out others' ideas (for example, What do you think about that?)
	InT3.4	takes turns in interactions
	InT3.5	interacts using appropriate language in pairs or a small group to complete tasks

Indicators for the Speaking sub-element

❝ This sub-element describes how a student becomes increasingly proficient at selecting language to express and share ideas, appropriate to audience, purpose and task in planned speaking situations. It includes the development of skills and techniques to demonstrate understanding through fluent, coherent, cohesive speech for audiences and purposes specific to learning areas. It is a progression of speaking about increasingly abstract and academic subject matter using more sophisticated competencies.❞

Page 17, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	SpK0.1	makes vocalisations or movements in response to people (for example, student vocalises or moves arms when teacher approaches them)
	SpK0.2	uses varying pitch/volume/tone or more animated movements to reflect emotion (for example, when engaging in a preferred activity, student vocalises loudly showing emotion or moves arms and legs in excitement)
	SpK0.3	indicates 'yes' or 'no' using verbal and/or non-verbal responses (for example, shake/nods head, uses key word signs, AAC systems or words)
	SpK0.4	matches common objects from the environment or from pictures/photos/symbols (for example, puts a cup next to a similar cup)
	SpK0.5	identifies common objects from the environment or from pictures/photos/symbols to represent words (for example, uses eye gaze to select, points to, locates, uses key word signs, AAC system)
	SpK0.6	indicates 'more' or 'finished' using verbal and/or non-verbal responses (for example, uses key word signs, AAC systems or words)
Early A	ECS1a.1	uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (for example, looks pleased to be sitting in a particular place)
Early B	ECS1b.1	uses informal responses to indicate a single message with familiar people in familiar environments (for example, smiles when dinner is served and pushes away unwanted food) (see Interacting)
Early C	ECS1c.1	uses conventional behaviours to communicate intentionally with familiar people in different contexts (for example, single words, gestures, pictorial representations) (see Interacting)

Level	Indicator	
Level 1	**SpK1.1**	speaks in short phrases or simple sentences about familiar objects, people or events
	SpK1.2	uses simple language to express feelings and needs (for example, I'm thirsty)
	SpK1.3	makes simple requests
	SpK1.4	indicates a preference when offered a choice (for example, selects a fruit from a bowl)
	SpK1.5	uses simple, appropriate personal greetings
	SpK1.6	uses a small range of familiar words
	SpK1.7	names common items from the environment or pictures
	SpK1.8	uses appropriate word choices to communicate with familiar people
Level 2	**SpK2.1**	retells personal events and experiences to peers and known adults
	SpK2.2	shares feelings and thoughts about the events and characters in texts
	SpK2.3	retells key details or points from a learning experience or text viewed or heard
	SpK2.4	uses mainly appropriate word order
	SpK2.5	uses appropriate volume for small audiences
	SpK2.6	uses rehearsed phrases to introduce themselves (for example, Good morning, my name is …)
	SpK2.7	uses simple connectives to join ideas (for example, and then) (see Grammar)
	SpK2.8	uses familiar spoken language to communicate connected ideas (for example, "Let's draw, I'll get paper and pencils")
	SpK2.9	uses simple adjectives to describe (for example, red, big) (see Grammar)
	SpK2.10	uses a small range of qualifying adjectives (for example, nice, good) (see Grammar)
	SpK2.11	uses simple language to compare and contrast (for example, smaller, more)
	SpK2.12	uses common time and causal connectives to relate ideas (for example, then, because) (see Grammar)

Level	Indicator	
Level 3	SpK3.1	creates short texts using a few connected sentences, on familiar and learnt topics (for example, retells a familiar story or describes a process)
	SpK3.2	speaks audibly and clearly to a familiar audience (for example, own class)
	SpK3.3	uses some extended sentences
	SpK3.4	organises key ideas in logical sequence
	SpK3.5	provides some supporting details
	SpK3.6	expresses causal relationships (for example, when the egg cracked, the chicken came out)
	SpK3.7	provides simple justifications (for example, I chose cherries because they are red)
	SpK3.8	uses some varying intonation or volume for emphasis
	SpK3.9	regulates pace with pausing
	SpK3.10	uses some precise vocabulary from learning areas
	SpK3.11	uses connectives to sequence ideas (for example, first, then, next, finally) (see Grammar)
	SpK3.12	uses vocabulary to express cause and effect (for example, the excursion was cancelled because it rained)
	SpK3.13	uses some modal language to influence or persuade (for example, should, will) (see Grammar)

Indicators for the Fluency sub-element

Level	Indicator	
Precursor	FlY0.1	scans between 2 objects, pictures, photos, symbols or words (for example, student looks between 2 photos of different playground equipment to see what is available to them)
	FlY0.2	scans across more than 2 objects, pictures, photos, symbols or words (for example, student uses an AAC device and looks across more than 2 symbols of different food items to see what is available to them (this may be without left to right directionality))
	FlY0.3	visually tracks objects, pictures, photos, symbols or words using left to right directionality (for example, student looks at symbols on visual timetable from left to right or student follows words as teacher reads simple text)
	FlY0.4	repeats a phrase or simple sentence (for example, teacher reads a simple phrase or sentence such as "it's my turn" and student repeats the phrase or sentence as the teacher points (verbally, using sign language, braille or using AAC communication))
	FlY0.5	repeats a phrase or simple sentence with some intonation or expression (for example, student repeats a phrase from a story with varying expression)
Level 1	FlY1.1	reads aloud decodable or familiar texts word by word, with emphasis on one-to-one matching
	FlY1.2	reads with some intonation and expression
Level 2	FlY2.1	reads decodable or familiar texts by phrasing 2 words at a time with some attention to expression
Level 3	FlY3.1	reads aloud a decodable or simple text at a reasonable pace, grouping words into meaningful phrases (see Understanding texts)
	FlY3.2	uses punctuation cues and some intonation and expression
	FlY3.3	reads accurately at an efficient pace without overt sounding and blending

Indicators for the Phonological awareness sub-element

" Phonological awareness is the term used to describe the awareness of the constituent sounds of spoken words which can be distinguished in 3 ways: by syllables, by onset and rime and by phoneme (for example, the smallest unit of spoken word). Phonemic awareness is a sub-element of phonological processing and is the awareness of phonemes which is demonstrated when students identify and manipulate phonemes. Phonemic awareness is essential for students to understand the relationship between speech and print and, therefore, to read and write. "

Page 22, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	PhA0.1	responds differently to different sounds in the environment (for example, begins to pack up when school bell rings, claps when music plays, smiles when parent calls out student's name)
	PhA0.2	attends to vocal sounds when other sounds in background (for example, listens when educator is speaking while soft music is playing)
	PhA0.3	responds to auditory patterns, songs and phrases (for example, vocalises, uses AAC system)
	PhA0.4	responds to letter sounds (for example, vocalises, gestures, attempts to imitate with own voice or AAC system)
	PhA0.5	makes repetitive sounds (for example, mmm, shhhh)
	PhA0.6	makes sounds similar to phonemes (produces sounds vocally or uses AAC system)
	PhA0.7	shows enjoyment of rhymes, chants and songs (for example, smiles when listening to an educator sing)
Level 1	PhA1.1	participates in rhymes and chants and songs including in home language or dialect (see Listening)
	PhA1.2	repeats sounds, words, sayings, poems
	PhA1.3	completes familiar phrases in texts including chants, songs and poems

Level	Indicator	
Level 2	**PhA2.1**	segments a short, spoken sentence of 3 to 5 words into separate spoken words
	PhA2.2	orally blends and segments words with 2 and 3 syllables (for example, hopp-ing, fam-i-ly)
	PhA2.3	blends onset/rime to say a word (for example, m/um = mum, h/at = hat, sh/op = shop)
	PhA2.4	provides a word when given a starting phoneme (for example, p, picture)
	PhA2.5	consistently says the first phoneme of a spoken word (for example, good, g)
	PhA2.6	listens and indicates words that end the same (rhyme) from a choice of up to 4 one-syllable words (for example, sing, thing, dog, wing)
	PhA2.7	listens to a group of words and indicates those that start with the same phoneme and says other words that start with that phoneme
Level 3	**PhA3.1**	orally blends 2 or 3 phonemes together to make a one-syllable word (for example, a-sh, s-u-n, b-i-n, sh-i-p)
	PhA3.2	orally segments words of 2 or 3 phonemes into separate phonemes (for example, c-a-t, s-u-n, k-i-ck)
	PhA3.3	identifies the number of phonemes that make up a spoken one-syllable word comprised of less than 4 phonemes
	PhA3.4	identifies first and final phoneme in a word

Indicators for the Phonic knowledge and word recognition sub-element

❝ This sub-element describes how a student becomes increasingly proficient at using letter-sound relationships and visual knowledge as code-breaking skills. Phonic knowledge and word recognition are among the range of resources students use as they read increasingly complex texts. The sub-element provides a detailed progression of phonics skills that support the sub-element Understanding texts. ❞

Page 24, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	PKW0.1	interacts with letters, textured letters, letter blocks or concrete representations of letters (for example, looks at, reaches for, touches, manipulates)
	PKW0.2	attends to different objects, pictures, photos and/or symbols of familiar people, places or objects (for example, looks at a photo when an educator says "This is your mum")
	PKW0.3	identifies objects (for example, student is able to respond to "Where is the cup?" when presented with 2 or more objects)
	PKW0.4	identifies pictures, photos and/or symbols of familiar people, places or objects (for example, student is able to respond to "Where is the cup?" when presented with 2 or more pictures)
	PKW0.5	matches similar objects (for example, when presented with a ball, student selects a similar ball from a choice of 2 or more items)
	PKW0.6	matches similar pictures, photos and/or symbols of familiar people, places or objects (for example, when presented with a photo of their parent, student selects a similar photo from a choice of 2 or more photos)
	PKW0.7	matches to sample 'letter to letter' (for example, puts 'a' on 'a')
	PKW0.8	matches to sample 'letter to letter' with distractor(s) (for example, puts 'a' on 'a' when also presented with other letters or objects)
	PKW0.9	matches to sample 'word to word' (for example, puts 'dog' on 'dog')
	PKW0.10	matches symbols, signs or logos that can be found in the environment (for example, puts 'stop' sign on 'stop' sign)
	PKW0.11	selects a symbol, sign or logo that can be found in the environment with distractor(s) (for example, student selects the symbol of a stop sign when shown 2 or more symbols and asked "Which one is the stop sign?")
	PKW0.12	identifies a symbol, sign or logo that can be found in the environment (for example, when shown a symbol of a stop sign the student names "stop" verbally / using AAC system)

Level	Indicator	
Level 1	**PKW1.1**	indicates words and letters in a variety of situations in the environment (for example, in written texts, on a whiteboard). **Note:** Not required to read the word or say the sound or name of the letter
Level 2	**PKW2.1**	identifies pictures, words, spaces between words and numerals in texts (for example, points to / indicates pictures, words and spaces around words in a continuous text)
	PKW2.2	recognises some familiar words and identifies them in environmental print (for example, labels, shop names, street signs)
	PKW2.3	identifies own name or familiar names when presented in written form
	PKW2.4	distinguishes own name from a small number of alternative words
	PKW2.5	identifies 2 or more letters that are the same in 2 words (for example, bird, red)
Level 3	**PKW3.1**	says the most common phoneme for taught single-letter graphemes (for example, Tt, Mm, Ss)
	PKW3.2	identifies and names letters for taught single-letter graphemes
	PKW3.3	blends phonemes for taught single letter graphemes to decode VC (for example, at) CVC (for example, hop) words
	PKW3.4	identifies first phoneme in words
	PKW3.5	orally segments CVC words (for example, c-a-t, h-a-t)
	PKW3.6	recognises taught graphemes when represented in various fonts, capitals and lower-case (for example, Aa, Rr, Dd)
	PKW3.7	reads taught high-frequency words in a text and in the environment (for example, the, to, I, no, said)

Indicators for the Understanding texts sub-element

❝ Understanding texts describes how a student becomes increasingly proficient in decoding, using, interacting with, analysing and evaluating texts to build meaning. Texts include components of print, image, sound, animated movements and symbolic representations. This sub-element is organised into 3 subheadings: comprehension, processes and vocabulary. ❞

Page 30, <u>National Literacy Learning Progression, Version 3.0</u>

Level	Indicator	
Precursor	UnT0.1	interacts with written, digital or sensory (touch and feel) texts (for example, briefly attends to a book, looks or tracks digital text, uses hands/fingers with sensory texts)
	UnT0.2	anticipates events in very familiar written, digital or sensory texts (for example, student becomes excited when reader reaches the exciting part of the story)
	UnT0.3	interacts with objects representing a character/idea related to a text (for example, looks at, reaches for, touches, points to, manipulates)
	UnT0.4	interacts with pictures or illustrations/photos/symbols representing a character/idea related to a text (for example, looks at, reaches for, touches, points to)
	UnT0.5	selects objects representing a character/idea related to a text (for example, when asked "find the bear", student selects a toy bear from 2 or more objects)
	UnT0.6	selects pictures or illustrations/photos/symbols representing a character/idea related to a text (for example, when asked "find the bear", student selects a picture of a bear from a choice of 2 or more)
	UnT0.7	recognises photos of familiar people, places or things (for example, when the teacher says "we are going to the swimming pool", the student selects the photo of the swimming pool)
	UnT0.8	responds to symbols/print (for example, sits down when shown the symbol for sitting)
	UnT0.9	selects objects to represent a word (for example, when told "find the cup", student selects the cup from 2 or more objects)
	UnT0.10	selects pictures/photos/symbols to represent the vocabulary from the text (for example, when asked to find the tree the student selects the tree from 2 or more photos)
Early A	ECU1a.1	shows interest in familar people, events and activities (for example, tracks the speaker's movements, turns head in the direction of the speaker)

Level	Indicator	
Early B	**ECU1b.1**	responds consistently to social interactions with familar people
	ECU1b.2	uses informal responses which can include vocalising, facial expressions, gestures, moving, touching (for example, touches a target object in response to a question or directive)
Level 1	**UnT1.1**	demonstrates interest in texts
	UnT1.2	recognises images in texts
	UnT1.3	recognises some icons or symbols from the environment (for example, familiar logos)
	UnT1.4	names familiar objects in texts including texts in the environment (for example, apple, table, boy)
	UnT1.5	names some familiar icons or symbols in the environment (for example, school crossing sign)
Level 2	**UnT2.1**	responds to texts read by a proficient reader
	UnT2.2	repeats fragments of text
	UnT2.3	invents a spoken text based on images
	UnT2.4	recognises symbols and words in texts (for example, recognises own name)
	UnT2.5	distinguishes between print and images
	UnT2.6	shows awareness of correct orientation of text (for example, holds the book or tablet the right way up)
	UnT2.7	imitates reading behaviour, by turning pages, swiping the screen and inventing own version of the text
	UnT2.8	names familiar objects in texts and adds some detail (for example, the apple is red)

Level	Indicator	
Level 3	UnT3.1	listens actively and responds to a range of texts read by others
	UnT3.2	makes a simple statement about the content of a text (for example, it was about the farm)
	UnT3.3	engages in group discussion about a text or shared learning experience
	UnT3.4	talks about images and/or some printed words in a text
	UnT3.5	answers and poses mainly literal questions about the text
	UnT3.6	infers and then describes obvious cause and effect relationships (for example, uses information in the text to infer why a character is smiling in an image)
	UnT3.7	follows text direction when read to by a proficient reader
	UnT3.8	locates the front and back of a book and turns pages correctly
	UnT3.9	locates the starting point for reading on a page or screen
	UnT3.10	uses touch or click features to navigate a text (for example, clicks arrows to move text along, uses pause/play button to start/stop text, clicks icons to view specific aspects of screen-based texts)
	UnT3.11	asks questions to find out meaning of unfamiliar words
	UnT3.12	uses words in discussions that have been encountered in simple texts

Indicators for the Handwriting and keyboarding sub-element

Level	Indicator	
Precursor	HwK0.1	makes marks within the confines of a large space (for example, student makes marks using fingers, writing implements or technology)
	HwK0.2	makes marks within the confines of a page or screen (for example, student makes marks using fingers, writing implements or technology)
	HwK0.3	presses keys on a device or keyboard randomly (for example, student presses keys on keyboard to imitate typing behaviour)
	HwK0.4	tracks between 2 points from left to right (for example, student draws a horizontal line from left to right to connect 2 images/symbols using writing implements or technology)
	HwK0.5	scribbles from left to right (for example, student imitates writing like behaviour scribbling from left to right)
	HwK0.6	traces some simple lines, shapes or patterns (for example, student traces over wavy and zigzag lines using writing implements or technology)
	HwK0.7	copies some simple lines, shapes or patterns (for example, student copies from sample and draws a circle using writing implements or technology)
	HwK0.8	traces a lower or upper case letter (for example, student traces over the lowercase letter 'a')
	HwK0.9	copies letters to resemble standard letter formations (for example, student writes a close approximation of the letter 'a' by copying from given sample letter 'a')
	HwK0.10	locates and presses/activates a specific key on a device or keyboard (for example, student locates and presses the letter 'a' on the keyboard when asked to type the letter 'a')
Level 1	HwK1.1	produces simple handwriting movements
	HwK1.2	experiments with pencils, writing implements or devices during play
	HwK1.3	writes letters which resemble standard letter formations
Level 2	HwK2.1	uses pencils or writing implements appropriately
	HwK2.2	writes or types some letters or words correctly
Level 3	HwK3.1	correctly forms most lower-case letters
	HwK3.2	correctly forms some upper-case letters
	HwK3.3	writes or types a few words
	HwK3.4	uses numeral keys

Indicators for the Creating texts sub-element

❝ The Creating texts sub-element describes how students become increasingly proficient at creating texts for an increasing range of purposes. Students' writing moves from representing basic concepts and simple ideas to conveying abstract concepts and complex ideas, in line with the demands of the learning areas. This sub-element is organised into 3 subheadings: crafting ideas, text forms and features and vocabulary. ❞

Page 39, National Literacy Learning Progression, Version 3.0

Level	Indicator	
Precursor	CrT0.1	makes marks experimentally (for example, in sand with a stick, with pencil on paper, presses keys on a keyboard)
	CrT0.2	interacts with objects in relation to the target vocabulary or learning context (for example, looks at, reaches for, points to, manipulates)
	CrT0.3	matches objects in relation to the target vocabulary or learning context with one or more distractors
	CrT0.4	matches pictures/photos/symbols in relation to the target vocabulary or learning context with one or more distractors
	CrT0.5	selects objects to contribute ideas to a shared text (for example, when an educator and student are jointly creating a story or recounting an event, student looks at a ball)
	CrT0.6	selects photos/pictures/symbols to contribute ideas to a shared text (for example, when an educator and student are jointly creating a story or recounting an event, student touches a picture of their parent)
Early A	ECC1a.1	uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment (for example, touches a target object in response to a question or directive)
Early B	ECC1b.1	uses conventional behaviours or concrete symbols to communicate intentionally with familiar people in different contexts (for example, single words, gestures, pictorial representations)

Level	Indicator	
Level 1	**CrT1.1**	conveys messages through actions or talk (see Speaking)
	CrT1.2	shares ideas using icons and images
	CrT1.3	acts out texts through play
	CrT1.4	observes others writing with interest and attention (for example, asks what the writing is for and what it says) (see Speaking)
	CrT1.5	intentionally creates letter-like shapes or strings, experimenting with forms and shapes (for example, horizontal and vertical lines, and/or circular shapes)
	CrT1.6	draws pictures and shapes to make meaning
	CrT1.7	asks about words used in the environment (for example, signs, labels, titles, names, captions)
Level 2	**CrT2.1**	composes emergent texts for specific purposes (for example, creates a birthday card)
	CrT2.2	articulates or draws ideas for writing (see Speaking)
	CrT2.3	dictates a text to scribe
	CrT2.4	differentiates between drawing and writing
	CrT2.5	describes reasons for writing
	CrT2.6	assigns messages to own texts (for example, 'reads' back own play writing, but with varying meanings)
	CrT2.7	writes some recognisable letters (for example, one or 2 letters of own name)
	CrT2.8	identifies symbols/letters and words written or drawn with prompting (see Phonic knowledge and word recognition)
	CrT2.9	searches for and sometimes copies words of personal significance found in written texts or in the environment

Level	Indicator	
Level 3	CrT3.1	expresses an idea drawing on familiar experiences and topics using attempted words and pictures
	CrT3.2	assigns message to own texts 'reading back' own attempts at writing
	CrT3.3	writes attempted words in a logical sequence
	CrT3.4	writes a few words correctly
	CrT3.5	writes from left to right
	CrT3.6	writes letters to represent words (see Phonic knowledge and word recognition)
	CrT3.7	writes own name and other personally significant words (for example, family names, dog, house)

4. Numeracy Precursor Indicators

Indicators for the Number and place value sub-element

" Number is an abstract mathematical construct that includes the understanding of numbers and number systems. As students develop a sense of number, initially with natural numbers (also referred to as counting numbers), they broaden their understanding to include more sophisticated number systems such as rationals and real numbers.

This sub-element describes how a student becomes increasingly able to recognise, read, represent, order and interpret numbers within our place value number system, expressed in different ways. It outlines key understandings needed to process, communicate and interpret quantitative information in a variety of contexts. **"**

Page 9, National Numeracy Learning Progression, Version 3.0

Level	Indicator	
Precursor	NPV0.1	interacts with an object or group of objects (for example, looks, reaches, touches, points or manipulates an object to explore its features)
	NPV0.2	expresses whether 2 objects are the 'same' or 'different' (for example, verbal responses, key word signs, pictures, photos, symbols, individual AAC systems)
	NPV0.3	matches for quantity of items, separate collections of 2 or more items (for example, student matches 2 counters to a picture card of 2 dots and then matches 3 counters to a picture card of 3 dots)
	NPV0.4	sorts 2 types of objects into 2 separate groups (for example, red balls separated from blue pencils)
	NPV0.5	separates one group of objects to make 2 or more groups (for example, separates toys into 2 or more equal or unequal groups)
	NPV0.6	attends to number names (spoken/written/digital) and numerals that relate to students' lives (for example, looks, reaches, touches, points, manipulates)
	NPV0.7	interacts with a numeral or the representation of a numeral (for example, looks, reaches, touches, points, manipulates)
	NPV0.8	distinguishes between a numeral and a non-numeral (for example, when presented with a letter and a number, student responds to 'Find the number' by selecting the numeral)
	NPV0.9	matches to sample 'numeral to numeral' (for example, put '2' on '2') with no distractors
	NPV0.10	matches numerals with one or more distractors (in the range 1–3, 1–5 and 1–10)

Level	Indicator	
Level 1	**NPV1.1**	identifies and produces familiar number names and numerals such as those associated with age or home address, but may not distinguish whether they refer to a quantity, an ordinal position or a label (for example, "I am 5 and my sister is 7"; "I wear the number 7 jumper"; "I live at 4 Baker Street"; "this is the number 2")
	NPV1.2	compares 2 collections visually and states which group has more items and which group has less
	NPV1.3	instantly recognises collections up to 3 without needing to count
	NPV1.4	uses language to describe order and place (for example, understands "who wants to go first?"; "in the middle"; "who was the last person to read this book?")
Level 2	**NPV2.1**	identifies and names numerals in the range of 1–10 (for example, when asked "which is 3?" points to the numeral 3; when shown the numeral 5, says "that's 5")
	NPV2.2	matches a quantity of items in a collection to the correct number name or numeral in the range of 1–10 (for example, when shown the numeral 5 and asked to "go and collect this many items", gathers 5 items)
	NPV2.3	identifies standard number configurations such as on a standard dice or dominos or in other arrangements up to 6, using subitising (for example, moves a counter the correct number of places on a board game based on the roll of a dice; recognises a collection of 5 items by perceptually subitising 3 and 2)
	NPV2.4	orders numerals to at least 10 (for example,using number cards, places the numerals 1–10 in the correct order)
	NPV2.5	indicates the larger or smaller of 2 numerals in the range from 1 to 10 (for example, when shown the numerals 6 and 3, identifies 3 as representing the smaller amount)
	NPV2.6	identifies smaller collections within collections to 10
	NPV2.7	demonstrates that one 10 is the same as 10 ones (for example, using concrete manipulatives such as 10 frames and bundles of 10)

Level	Indicator	
Level 3	NPV3.1	identifies and names numerals up to 20 (for example, when shown the numbers 4, 17, 9 and 16 and asked, 'which is 16?', points to the number 16 or when shown the numeral 17 says its correct name)
	NPV3.2	identifies the 1–9 repeating sequence in the writing of teen numerals
	NPV3.3	identifies a whole quantity as the result of recognising smaller quantities up to 20 (for example, uses part, part, whole knowledge of numbers to solve problems)
	NPV3.4	orders numbers from 1–20 (for example, determines the largest number from a group of numbers in the range from one to 20; students are allocated a number between one and 20 and asked to arrange themselves in numerical order)
	NPV3.5	reads, writes, models and describes teen numbers as 10 and some more (for example, 16 is 10 and 6 more; using 10 frames)

Indicators for the Counting processes sub-element

❝ Counting processes form the basis for developing number sense, place value relationships, additive and multiplicative thinking.

This sub-element describes how a student becomes increasingly able to count both verbally, through the stable order of a counting sequence, and perceptually through counting collections. It is important that students connect the last number spoken in a counting sequence to the total quantity for that collection, developing cardinality. **❞**

Page 15, National Numeracy Learning Progression, Version 3.0

Level	Indicator	
Precursor	CPr0.1	responds to counting activities (for example, looks/turns towards teacher as teacher counts, moves to a counting song)
	CPr0.2	interacts with individual objects / groups of objects in counting activities (for example, looks at, reaches for, touches, points to or manipulates objects that represent the count)
	CPr0.3	matches objects using one-to-one correspondence to contribute to a counting sequence (for example, student places a block next to another and stops when they match the entire collection)
	CPr0.4	adds an object to a group in counting activities (for example, an educator puts down 2 red counters and says "1, 2"; after the educator says "3", the student places or indicates to one red counter)
	CPr0.5	adds more than one object to a group in counting activities (for example, an educator puts down 2 red counters and says "1, 2"; after the educator says "3" and "4", the student places or indicates to 2 red counters)
	CPr0.6	removes an object/s from a group in counting activities (for example, student removes an object/s during counting songs or through games)
	CPr0.7	responds to a request to give or take away (for example, student gives or indicates to blue ball when an educator asks "Give blue ball")
	CPr0.8	places objects alongside numerals to contribute to a counting sequence (for example, after educator says "1, 2, 3", student places a toy next to each numeral)
	CPr0.9	matches numerals to contribute to a counting sequence (for example, looks at, uses AAC system, points or physically matches '3' to '3')
	CPr0.10	contributes a number to a counting sequence (for example, looks at, uses AAC system, points or physically selects a numeral card)
Level 1	CPr1.1	identifies number words when reciting counting rhymes or when asked to count (for example, holds up 3 fingers to represent 3 little ducks)
	CPr1.2	substitutes small collections of objects, typically up to 3 items

Level	Indicator	
Level 2	CPr2.1	counts in stable counting order from one within a known number range (for example, engages with counting in nursery rhymes, songs and children's literature)
	CPr2.2	conceptually subitises a collection up to 5 (for example, recognises a collection of 5 items as a result of perceptually subitising smaller parts such as 3 and 2)
	CPr2.3	counts a small number of items typically less than 4
	CPr2.4	engages in basic counting during play-based activities such as cooking or shopping (for example, places 3 bananas in a shopping basket one at a time and says "1, 2, 3")
Level 3	CPr3.1	counts forward by one using the full counting sequence to determine the number before or after a given number, within the range of 1–10 (for example, when asked what number comes after 6, student needs to count from one in sequence up to 7 then says "it's 7"; when asked what number comes before 6 student needs to count from 1, 1-2-3-4-5-6 and responds "it's 5")
	CPr3.2	matches the count to objects, using one-to-one correspondence (for example, counts visible or orderly items by ones; may use objects, tally marks, bead strings, sounds or fingers to count; identifies that 2 sirens means it is lunchtime)
	CPr3.3	determines that the last number said in a count names the quantity or total of that collection (for example, when asked 'how many' after they have counted the collection, repeats the last number in the count and indicates that it refers to the number of items in the collection)

Indicators for the Additive strategies sub-element

Level	Indicator	
Precursor	AdS0.1	combines groups of objects to make one group (for example, student puts 2 groups of toys together)
	AdS0.2	indicates 'more' or 'bigger' when an object is added to a group (for example, student looks at or touches the visual representation for 'more' when an object is added to a group)
	AdS0.3	indicates 'less' or 'smaller' when an object is taken out of a group (for example, student looks at or touches the visual representation for 'less' when an object is removed from a group)
	AdS0.4	matches objects to pictorial representations to model addition (for example, student matches Lego blocks to pictorial representation of 2 blocks plus 3 blocks and combines to make 5 blocks)
	AdS0.5	matches objects to pictorial representations to model subtraction (for example, student uses Lego blocks and matches pictorial representation to make tower with 5 blocks and then removes 2 blocks to make 3 blocks)
Level 1	AdS1.1	describes the effects of 'adding to' and 'taking away' from a collection of objects
	AdS1.2	combines 2 groups of objects and attempts to determine the total
Level 2	AdS2.1	represents additive situations involving a small number of items with objects, drawings and diagrams
	AdS2.2	counts all items to determine the total of 2 groups (for example, when told "I have 3 red bottle tops in this pile and 2 blue bottle tops in this pile how many do I have all together?" student counts each bottle top "one, 2, 3" then "4, 5" responding "5")
	AdS2.3	counts or changes a quantity by adding to or taking from a quantity using concrete materials or fingers
	AdS2.4	combines 2 or more objects to form collections up to 10
Level 3	AdS3.1	solves additive tasks involving 2 concealed collections of items by visualising the numbers, then counts from one to determine the total (for example, student can construct a mental image of 5 and of 3 but when asked to combine to give a total, will count from one and may use head gestures to keep track of the count)

Indicators for the Multiplicative sub-element

Level	Indicator	
Precursor	MuS0.1	interacts with objects as they are being distributed into smaller groups (for example, student looks at / reaches for / touches objects as they are being distributed to make 2 groups)
	MuS0.2	separates one group of objects to make 2 or more groups (for example, student separates toys into 2 or more equal or unequal groups)
	MuS0.3	matches objects to pictorial representations to make equal groups (for example, student uses blocks to make 3 groups of 2 blocks, by matching blocks to pictorial representation)
Level 1	MuS1.1	shares collections equally by dealing (for example, distributing all items one-to-one until they are exhausted, checking that the final groups are equal)
	MuS1.2	makes equal groups and counts by ones to determine the total
Level 2	MuS2.1	uses groups or multiples in counting and sharing concrete objects (for example, skip counting by 2s, 5s or 10s with all objects visible)
	MuS2.2	represents authentic situations involving equal sharing and equal grouping with drawings and objects (for example, draws a picture to represent 4 tables that seat 6 people to determine how many chairs they will need; uses 8 counters to represent sharing $8 between 4 friends)
Level 3	MuS3.1	uses perceptual markers to represent concealed quantities of equal amounts to determine the total number of items (for example, to count how many whiteboard markers in 4 packs, knowing they come in packs of 5, the student counts the number of markers as 5, 10, 15, 20)

Indicators for the Number patterns and algebraic thinking sub-element

Level	Indicator	
Precursor	NPA0.1	attends to simple patterns made with objects, sounds or actions (for example, student turns head, or looks towards sounds or touches objects in a simple pattern such as block, car, block, car)
	NPA0.2	copies or joins in making simple patterns with sounds or actions (for example, student copies a simple pattern made with actions, claps hands, stamps feet, claps hands, stamps feet)
	NPA0.3	matches objects to make simple patterns (student matches blocks to corresponding blocks in a given simple pattern for example, student matches coloured blocks red, blue, red, blue)
	NPA0.4	matches objects to pictorial representations to create simple patterns (student matches shapes to pictorial representation to create simple pattern for example, circle, square, circle, square)
Level 1	NPA1.1	identifies and describes patterns in everyday contexts (for example, brick pattern in a wall or the colour sequence of a traffic light)
	NPA1.2	identifies 'same' and 'different' in comparisons
	NPA1.3	copies simple patterns using shapes and objects
	NPA1.4	identifies numbers in standard pattern configurations without needing to count individual items (for example, numbers represented on dominos or a standard dice)
Level 2	NPA2.1	identifies the pattern unit with a simple repeating pattern (for example, continues the repeating pattern red, blue, red, blue with red then blue)
	NPA2.2	creates repeating patterns involving the repetition of a pattern unit with shapes, movements, objects and numbers (for example, circle, square, circle, square; stamp, clap, stamp, clap; 1,2,3 1,2,3 1,2,3)
	NPA2.3	continues a pattern involving shapes or objects
	NPA2.4	determines a missing element within a pattern involving shapes or objects
	NPA2.5	conceptually subitises by identifying patterns in standard representations (for example, patterns within 10 frames, using finger patterns to represent a quantity)

Level	Indicator	
Level 3	NPA3.1	represents growing patterns where the difference between each successive term is constant using concrete materials, then summarising the pattern numerically (for example, constructs a pattern using concrete materials such as toothpicks then summarises the number of toothpicks used as 4, 7, 10, 13 …)
	NPA3.2	describes rules for continuing growing patterns where the difference between each successive term is the same (for example, to determine the next number in the pattern 3, 6, 9, 12 … you add 3; for 20, 15, 10 … the rule is described as each term is generated by subtracting 5 from the previous term)
	NPA3.3	uses the equals sign to represent 'is equivalent to' or 'is the same as' in numerical sentences (for example, when asked to write an expression that is equivalent to 5 + 3 the student responds 6 + 2 and then writes 5 + 3 = 6 + 2)
	NPA3.4	solves number sentences involving unknowns using the inverse relationship between addition and subtraction (for example, 3 + ? = 5 and knowing 5 – 3 = 2 then ? must be 2)

Indicators for the Understanding money sub-element

Level	Indicator	
Precursor	UnM0.1	interacts with Australian notes and coins (for example, student looks at / touches or manipulates notes and coins to explore their features)
	UnM0.2	exchanges money (regardless of value) for goods in play and real-life situations (for example, student exchanges a note for a puzzle in role play situation)
	UnM0.3	matches Australian coins based on their face value with no distractors (for example, student matches a $2 coin with another $2 coin)
	UnM0.4	matches Australian coins based on their face value with one or more distractors (for example, student matches a $2 coin with another $2 coin from a selection of a 50c, $1 and $2 coin)
	UnM0.5	matches Australian notes based on their face value with no distractors (for example, student matches a $5 note with another $5 note)
	UnM0.6	matches Australian notes based on their face value with one or more distractors (for example, student matches a $5 note with another $5 note from a selection of a $5, $10 and $20 note)
Level 1	UnM1.1	identifies situations that involve the use of money
	UnM1.2	identifies and describes Australian coins based on their face value
Level 2	UnM2.1	sorts and orders Australian coins based on their face value
	UnM2.2	sort and then counts the number of Australian coins with the same face value
Level 3	UnM3.1	determines the equivalent value of coins sorted into one denomination
	UnM3.2	counts small collections of coins according to their value
	UnM3.3	writes the value of a small collection of coins in whole dollars or whole cents using numbers and the correct dollar sign or cent symbol

Indicators for the Understanding units of measurement sub-element

Level	Indicator	
Precursor	UuM0.1	interacts with a variety of objects to explore their size (for example, student looks between 2 objects of contrasting size)
	UuM0.2	interacts with a variety of objects to explore their weight (for example, student holds a feather and a book to feel the difference in weight)
	UuM0.3	interacts with a variety of objects to explore their length (for example, student feels from end to end objects of different length, such as a pencil, ruler, toy snake)
	UuM0.4	interacts with a variety of objects to explore their volume (for example, student fills containers of different capacities to explore volume)
	UuM0.5	sorts objects according to size (for example, student sorts small and large objects into different groups)
	UuM0.6	sorts objects according to length (for example, student sorts short and long objects into different groups)
Level 1	UuM1.1	uses gestures or informal language to identify the size of objects (for example, holds hands apart and says "it's this big")
	UuM1.2	uses everyday language to describe attributes in absolute terms that can be measured (for example, "my tower is tall", "this box is heavy", "it is warm today")
Level 2	UuM2.1	uses direct comparison to compare 2 objects and indicates whether they are the same or different based on attributes such as length, height, mass or capacity (for example, compares the length of 2 objects by aligning the ends; pours sand or water from one container to another to decide which holds more)
	UuM2.2	uses comparative language to compares 2 objects (for example, states which is shorter or longer, lighter or heavier)
	UuM2.3	orders 3 or more objects by comparing pairs of objects (for example, decides where to stand in a line ordered by height by comparing their height to others directly)

Level	Indicator	
Level 3	UuM3.1	measures an attribute by choosing and using multiple identical, informal units
	UuM3.2	selects the appropriate size and dimensions of an informal unit to measure and compare attributes (for example, chooses a linear unit such as a pencil to measure length, or a square unit such as a tile to measure area)
	UuM3.3	chooses and uses appropriate uniform informal units to measure length and area without gaps or overlaps (for example, uses the same sized paper clips to measure the length of a line; uses tiles, rather than counters to measure the area of a sheet of paper because the tiles fit together without gaps)
	UuM3.4	uses multiple uniform informal units to measure and make direct comparisons between the mass or capacity of objects (for example, uses a balance scale and a number of same-sized marbles to compare mass; uses a number of cups of water or buckets of sand to measure capacity)
	UuM3.5	counts the individual uniform units used by ones to compare measurements (for example, "I counted 4 matchsticks across my book and the shelf is 5 matchsticks wide, so I know my book will fit")
	UuM3.6	estimates the total number of uniform informal units needed to measure or compare attributes (for example, uses a handspan or a finger width; stands an arm length apart)
	UuM3.7	checks an estimate using informal units to compare to predicted measurement

Indicators for the Understanding geometric properties sub-element

Level	Indicator	
Precursor	UGP0.1	interacts with 2-dimensional shapes (looks at, reaches for, touches, points to, manipulates) (for example, student touches a circle as the teacher says its 2-dimensional shape name, that is, "this is a circle, it is the shape of a pizza")
	UGP0.2	interacts with 3-dimensional objects (for example, student touches ball as teacher says its 3-dimensional object name, that is, "the ball is round, it is a sphere")
	UGP0.3	manipulates objects to explore the features of an object (for example, student explores whether a sphere or cube will roll or student explores the stacking capability of different shaped objects)
	UGP0.4	matches similar shapes and objects with no distractors (for example, student matches a circle with an identical circle)
	UGP0.5	matches similar shapes or objects with one or more distractors (for example, student matches a cube with an identical cube when given a cube and a sphere to choose from)
	UGP0.6	selects shapes from 2 or more shapes (for example, student points to the triangle when asked to find the triangle from a choice of a triangle and a square)
	UGP0.7	selects objects from 2 or more objects (for example, student touches the sphere when asked to find the sphere from a choice of a sphere and a cube)
	UGP0.8	imitates a turn/movement in either direcxtion (for example, student copies turns to the left and right)
Level 1	UGP1.1	uses everyday language to describe and compare shapes and objects (for example, round, small, flat, pointy)
	UGP1.2	locates and describes similar shapes and objects in the environment
	UGP1.3	names familiar shapes in the environment (for example, circle, triangle, square)
	UGP1.4	identifies and describes a turn in either direction (for example, turn the door knob clockwise; turn to your left)

Level	Indicator	
Level 2	UGP2.1	identifies and describes features of shapes and objects (for example, sides, corners, faces, edges and vertices)
	UGP2.2	sorts and classifies familiar shapes and objects based on obvious features (for example, triangles have 3 sides; a sphere is round like a ball)
	UGP2.3	identifies features of shapes of different sizes and in different orientations in the environment following basic one-step translations, reflections or rotations (for example, using a half turn; flipping the shape over)
	UGP2.4	explains that the shape or object does not change when presented in different orientations (for example, a square remains a square when rotated)
	UGP2.5	identifies angles in the environment (for example, an angle formed when a door is opened; identifies there are 4 angles in a square)
Level 3	UGP3.1	identifies the relationship between the number of sides of a 2-dimensional shape and the number of corners (for example, if the shape has 4 sides, it has 4 corners)
	UGP3.2	describes and identifies the 2-dimensional shapes represented by the faces of 3-dimensional objects (for example, recognises the faces of a triangular prism as triangles and rectangles)
	UGP3.3	represents shapes and objects (for example, drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages)
	UGP3.4	determines whether a shape has line symmetry (for example, folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
	UGP3.5	identifies symmetry in the environment
	UGP3.6	identifies and creates patterns involving one- and 2-step transformations of shapes (for example, uses pattern blocks to create a pattern and describes how the pattern was created)
	UGP3.7	compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

Indicators for the Positioning and locating sub-element

Level	Indicator	
Precursor	PoL0.1	imitates actions that involve position or positional language (for example, student copies actions 'up' and 'down' in action song)
	PoL0.2	locates an object in a specific position (uses eye gaze, reaches for, points to, moves to) (for example, student looks at the ball when the teacher says "the ball is on the table")
	PoL0.3	indicates a preference for a specific position (for example, student points to the floor when given the option to sit on a chair or on the floor in the classroom)
Level 1	PoL1.1	locates positions in the classroom relevant to self (for example, hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
	PoL1.2	orients self to other positions in the classroom (for example, collects a box of scissors from the shelf at the back of the classroom)
	PoL1.3	follows simple instructions using positional language (for example, please stand near the door, you can sit on your chair, put your pencil case in your bag, crawl through the tunnel)
Level 2	PoL2.1	uses positional terms with reference to themselves (for example, sit next to me, you stood in front of me, this is my left hand)
	PoL2.2	interprets a simple diagram or picture to describe the position of an object in relation to other objects (for example, the house is between the river and the school)
	PoL2.3	gives and follows simple directions to move from one place to another using familiar reference points (for example, walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom)
Level 3	PoL3.1	draws an informal map or sketch to provide directions
	PoL3.2	describes and locates relative positions on an informal map
	PoL3.3	orients an informal map using recognisable landmarks and current location
	PoL3.4	locates self on an informal map to select an appropriate path to a given location

Indicators for the Measuring time sub-element

Level	Indicator	
Precursor	MeT0.1	interacts with objects or symbols that represent routine events (for example, student touches paintbrush representing art activity; student looks at symbol representing mealtime)
	MeT0.2	indicates what is happening now by selecting between 2 or more objects or symbols (for example, student points to a specific activity symbol on a visual timetable to communicate what activity they are doing now)
	MeT0.3	indicates what is happening next by selecting between 2 or more objects or symbols (for example, student selects the symbol for music from a visual timetable to communicate what activity they will be doing next)
	MeT0.4	indicates when an activity is finished or completed (for example, student signs/says/uses an AAC device to indicate 'finished' when an activity is completed or a song comes to an end)
	MeT0.5	responds to informal measurements of time to commence and/or finish an activity for example, sand timer, timer, stopwatch (for example, student responds to a timer to finish an activity)
	MeT0.6	follows a sequence of 2 events (using a visual timetable or first–then board) (for example, student follows sequence of first work then free choice, using a first–then board to support)
	MeT0.7	follows a sequence of more than 2 events (for example, student moves from one activity to the next by following a visual timetable)
	MeT0.8	identifies events that occur in a particular time period to demonstrate understanding of passage of time, such as morning or afternoon, daytime or night-time (for example, student selects symbols of activities that occur at night-time from a range of symbols)
	MeT0.9	selects and orders activities that occur during a period of time (for example, student selects symbols of key activities and sequences them as they will occur, across the morning, afternoon or across the day)
Level 1	MeT1.1	uses the language of time to describe events in relation to past, present and future (for example, yesterday I …, today I …, tomorrow I will …, next week I will …)
	MeT1.2	applies an understanding of passage of time to sequence events using everyday language (for example, I play sport on the weekend and have training this afternoon; the bell is going to go soon; we have cooking tomorrow)
	MeT1.3	uses direct comparison to compare time duration of 2 actions, knowing they must begin the actions at the same time (for example, who can put their shoes on in the shortest time)
	MeT1.4	measures time duration by counting and using informal units (for example, counting to 20 while children hide when playing hide and seek)

Level	Indicator	
Level 2	**MeT2.1**	uses and justifies the appropriate unit of time to describe the duration of events (for example, uses minutes to describe time taken to clean teeth; uses hours to describe the duration of a long-distance car trip)
	MeT2.2	identifies the clockface is a circle subdivided into 12 parts and uses these to allocate hour markers
	MeT2.3	identifies that hour markers on a clock can also represent quarter-hour and half-hour marks and shows that there is a minute hand and an hour hand on a clock
	MeT2.4	identifies the direction of clockwise and anticlockwise relating it to the hands of the clock
	MeT2.5	reads time on analogue clocks to the hour, half-hour and quarter-hour
	MeT2.6	names and orders days of the week and months of the year
	MeT2.7	uses a calendar to identify the date and determine the number of days in each month
Level 3	**MeT3.1**	uses standard instruments and units to describe and measure time to hours, minutes and seconds (for example, measures time using a stopwatch; sets a timer on an appliance; estimates the time it would take to walk to the other side of the school oval and uses minutes as the unit of measurement)
	MeT3.2	reads and interprets different representations of time (for example, on an analogue clock, watch or digital clock)
	MeT3.3	identifies the minute hand movement on an analogue clock and the 60-minute markings, interpreting the numbers as representing lots of 5 (for example, interprets the time on an analogue clock to read 7:40, by reading the hour hand and the minute hand and explaining how they are related)
	MeT3.4	uses smaller units of time such as seconds to record duration of events
	MeT3.5	uses a calendar to calculate time intervals in days and weeks, bridging months

Glossary

Language used in indicators	Observable behaviour
attends to	intentionally directs attention (for example, looks at, orients body towards speaker or object)
copies	copies from a given example (for example, a shape or letter)
distinguishes between	discriminates between 2 or more items
expresses	communicates through verbal and non-verbal responses (for example, signing, pictures, photos, symbols, individual AAC systems)
identifies	recognises and selects objects/photos/symbols/words by using verbal/non-verbal methods
indicates	expresses a choice/message by using an AAC system, signs, or words to communicate
interacts with	looks at, reaches for, touches, physically manipulates an object/picture/photo/symbol/word
matches	identifies similar objects/photos/symbols/words by looking at, touching, pointing to, using ICT to match or physically place similar objects/photos/symbols/words
reacts/responds to	demonstrates a physical response to a stimuli (for example, opens eyes, looks towards, moves body, turns head towards, changes facial expression)
selects	chooses by using verbal/non-verbal communication to express selection
sequences	orders items (for example, by using eye gaze to select each item, points to items to identify next in sequence, uses technology to drag items into sequence or physically manipulates to sequence items)
traces	copies by drawing over lines (for example, uses finger to physically trace or uses writing implements to trace over a given pattern, shape or letter)
tracks	follows movement or direction (for example, uses eye gaze to follow movement, physically uses finger/hand to track between 2 points)