

Literacy general capabilities available for HICP

Speaking and Listening

Speaking and Listening	Listening	Level 1a <ul style="list-style-type: none"> shows interest in familiar people events and activities (e.g. tracks the speaker's movements, turns head in the direction of a speaker) shows interest in familiar people shows interest in familiar events shows interest in familiar activities 	Level 1b <ul style="list-style-type: none"> responds consistently to social interactions with familiar people uses informal responses which can include vocalising, moving, touching (e.g. touches a target object in response to a question or directive) 	Level 1 <ul style="list-style-type: none"> responds to a familiar, simple text structure (e.g. indicates yes or no when asked a commonly recurring question such as "Are you hungry?") uses conventional behaviours to respond, which can include speech, formal gestures and actions (e.g. head nodding and pointing) 	Level 2 <ul style="list-style-type: none"> responds to short spoken texts relying on key words, obvious cues, tone of voice and intonation follows a simple command repeats familiar words heard in a text or conversation
	Interacting	Level 1a <ul style="list-style-type: none"> interacts using informal behaviours to express a feeling or need (e.g. vocalising, moving, using facial expressions) 	Level 1b <ul style="list-style-type: none"> interacts purposefully with familiar people (e.g. refuse or request) 	Level 1 <ul style="list-style-type: none"> shares simple ideas with peers responds to questions in class discussion using non-verbal responses (e.g. nodding) listens without interrupting uses home language or dialect to interact with familiar peers and adults 	Level 2 <ul style="list-style-type: none"> contributes simple ideas and opinions to class or small group discussions shows signs of active listening, by sustaining attention across a short, spoken text shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts) uses appropriate language or dialect to interact with speakers of the same language
	Speaking	Level 1a <ul style="list-style-type: none"> uses vocalisation, body movement or facial expressions in response to personal feelings and sensory experiences (e.g. looks pleased to be sitting in a particular place) uses vocalisation, body movement or facial expressions in response to personal feelings uses vocalisation, body movement or facial expressions in response to sensory experiences 	Level 1b <ul style="list-style-type: none"> uses informal responses to indicate a single message with familiar people in familiar environments (e.g. smiles when dinner is served and pushes away unwanted food) 	Level 1c <ul style="list-style-type: none"> uses conventional behaviours to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) uses conventional behaviours to communicate intentionally with familiar people 	Level 1 <p>Crafting ideas</p> <ul style="list-style-type: none"> speaks in short phrases or simple sentences about familiar objects, people or events speaks in short phrases or simple sentences about familiar objects speaks in short phrases or simple sentences about familiar people speaks in short phrases or simple sentences about familiar events uses simple language to express feelings and needs and make simple requests (e.g. "I'm thirsty"; "Can I have a pencil?") uses simple language to express feelings and needs makes simple requests indicates a preference when offered a choice (e.g. selects a fruit from a bowl) uses simple, appropriate personal greetings <p>Vocabulary</p> <ul style="list-style-type: none"> uses a small range of familiar words names common items from the environment or pictures names common items from the environment names common items from pictures uses mainly correct word order in simple sentences

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Reading and Viewing

Reading and Viewing	Phonological awareness	Level 1				
	Phonic knowledge and word recognition	Level 1 Word recognition		Level 2 Word recognition		
	Fluency					
Understanding texts	Level 1a		Level 1b		Level 1 Comprehension	
					Vocabulary	
					Level 2 Comprehension	
					Level 3 Comprehension	
					Vocabulary	
					Processes	

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Writing

Creating texts	Level 1a	Level 1b	Level 1 Crafting ideas	Level 2 Crafting ideas	Level 3 Crafting ideas			
	<ul style="list-style-type: none"> uses informal responses such as vocalising, turning, moving, smiling or touching to indicate a single message with familiar people in familiar environment (e.g. touches a target object in response to a question or directive) 	<ul style="list-style-type: none"> uses conventional behaviours or concrete symbols to communicate intentionally with familiar people in different contexts (e.g. single words, gestures, pictorial representations) uses conventional behaviours or concrete symbols to communicate intentionally with familiar people 				<ul style="list-style-type: none"> conveys messages through actions or talk shares ideas using icons and images acts out texts through play observes others writing with interest and attention 	<ul style="list-style-type: none"> composes emergent texts for specific purposes (e.g. creates a birthday card) articulates or draws ideas for writing dictates a text to a scribe differentiates between drawing and writing describes reasons for writing assigns messages to own texts (e.g. "reads" back own play writing, but with varying meanings) 	<ul style="list-style-type: none"> expresses an idea drawing on familiar experiences and topics, using attempted words and pictures assigns message to own texts "reading back" own attempts at writing writes attempted words in a logical sequence
						Text forms and features <ul style="list-style-type: none"> intentionally creates letter-like shapes or strings, experimenting with forms and shapes (e.g. horizontal and vertical lines, and/or circular shapes) draws pictures and shapes to make meaning asks about words used in the environment (e.g. signs, labels, titles, names, captions) 	Text forms and features <ul style="list-style-type: none"> writes some recognisable letters (e.g. one or 2 letters of own name) identifies symbols or letters and words written or drawn with prompting 	Text forms and features <ul style="list-style-type: none"> writes a few words correctly writes from left to right writes letters to represent words
	Grammar							
	Punctuation	Level 1						
	<ul style="list-style-type: none"> identifies capital letters in familiar words (e.g. identifies capital letter in own name) identifies full stops 							
Spelling	Level 1	Level 2						
	<ul style="list-style-type: none"> writes letters to represent words spells own name 	<ul style="list-style-type: none"> explains that words can be represented with letters experiments with writing letters and words 						
Writing and Keyboarding	Level 1	Level 2						
	<ul style="list-style-type: none"> produces simple handwriting movements experiments with pencils, writing implements or devices during play experiments with pencils, writing implements or devices writes letters which resemble standard letter formations 	<ul style="list-style-type: none"> uses pencils or writing implements appropriately writes or types some letters or words correctly 						
			Vocabulary	Vocabulary	Vocabulary			
			<ul style="list-style-type: none"> searches for and sometimes copies words of personal significance found in written texts or in the environment 	<ul style="list-style-type: none"> writes own name and other personally significant words (e.g. family names, dog, house) writes own name writes personally significant words 	<ul style="list-style-type: none"> writes own name and other personally significant words (e.g. family names, dog, house) writes own name writes personally significant words 			

Numeracy general capabilities available for HICP

Number sense and algebra

<p>Number and place value</p>	<p>Level 1</p> <p>Numeral recognition and identification</p> <ul style="list-style-type: none"> 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 (e.g. "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") identifies and produces familiar number names and numerals but may not distinguish whether they refer to a quantity, an ordinal position or a label <p>Pre-place value</p> <ul style="list-style-type: none"> compares 2 collections visually and states which group has more items and which group has less instantly recognises collections up to 3 without needing to count and recognises small quantities as being the same or different instantly recognises collections up to 3 without needing to count instantly recognises small quantities as being the same or different uses language to describe order and place (e.g. understands "who wants to go first?"; "in the middle"; "who was the last person to read this book?") 	
<p>Counting processes</p>	<p>Level 1</p> <p>Counting sequences</p> <ul style="list-style-type: none"> identifies number words when reciting counting rhymes or when asked to count (e.g. holds up 3 fingers to represent 3 little ducks) identifies number words when asked to count <p>Pre-counting</p> <ul style="list-style-type: none"> subitises small collections of objects, typically up to 3 items (e.g. recognises and names the number of dots on a card or how many fingers are held up out of one, 2 or 3) 	<p>Level 2</p> <p>Counting sequences</p> <ul style="list-style-type: none"> counts in stable counting order from one within a known number range (e.g. engages with counting in nursery rhymes, songs and children's literature) <p>Perceptual counting</p> <ul style="list-style-type: none"> conceptually subitises a collection up to 5 (e.g. recognises a collection of 5 items as a result of perceptually subitising smaller parts such as 3 and 2) counts a small number of items typically less than 4 engages in basic counting during play-based activities such as cooking or shopping (e.g. places 3 bananas in a shopping basket one at a time and says "1, 2, 3") engages in basic counting during activities
<p>Additive strategies</p>	<p>Level 1</p> <p>Emergent strategies</p> <ul style="list-style-type: none"> describes the effects of "adding to" and "taking away" from a collection of objects combines 2 groups of objects and attempts to determine the total 	
<p>Interpreting fractions</p>	<p>Level 1</p> <p>Creating halves</p> <ul style="list-style-type: none"> demonstrates that dividing a whole into 2 parts can create equal or unequal parts identifies the part and the whole in representations of one-half (e.g. joins 2 equal pieces back together to form the whole shape and can identify the pieces as equal parts of the whole shape) creates equal halves of collections and physical and virtual materials using all of the whole (e.g. folds a paper strip in half to make equal pieces by aligning the edges; cuts a sandwich in half diagonally; partitions a collection into 2 equal groups to represent halving) 	
<p>Number patterns and algebraic thinking</p>	<p>Level 1</p> <p>Recognises patterns</p> <ul style="list-style-type: none"> identifies and describes patterns in everyday contexts (e.g. brick pattern in a wall or the colour sequence of a traffic light) identifies and describes patterns identifies "same" and "different" in comparisons copies simple patterns using shapes and objects identifies numbers in standard pattern configurations without needing to count individual items (e.g. numbers represented on dominos or a standard dice) 	
<p>Understanding money</p>	<p>Level 1</p> <p>Face value</p> <ul style="list-style-type: none"> identifies situations that involve the use of money identifies and describes Australian coins or notes based on their face value identifies and describes Australian coins based on their face value identifies and describes Australian notes based on their face value 	

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Measurement and geometry	Understanding units of measurement	<p>Level 1</p> <p>Describing the size of objects</p> <ul style="list-style-type: none"> uses gestures and informal language to identify the size of objects (e.g. holds hands apart and says "it's this big") uses gestures to identify the size of objects uses informal language to identify the size of objects uses everyday language to describe attributes in absolute terms that can be measured (e.g. "my tower is tall", "this box is heavy", "it is warm today")
	Understanding geometric properties	<p>Level 1</p> <p>Familiar shapes and objects</p> <ul style="list-style-type: none"> uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy) locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work) names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school) <p>Angles</p> <ul style="list-style-type: none"> identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)
	Positioning and locating	<p>Level 1</p> <p>Position to self</p> <ul style="list-style-type: none"> locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk") orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom) follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")
	Measuring time	<p>Level 1 Sequencing time</p> <ul style="list-style-type: none"> uses the language of time to describe events in relation to past, present and future (e.g. "yesterday I...", "today I ...", "tomorrow I will ...", "next week I will ...") applies an understanding of passage of time to sequence events using everyday language (e.g. "I play sport on the weekend and have training this afternoon"; "the bell is going to go soon"; "we have cooking tomorrow") uses direct comparison to compare time duration of 2 actions, knowing they must begin the actions at the same time (e.g. who can put their shoes on in the shortest time) measures time duration by counting and using informal units (e.g. counts to 30 while children hide when playing hide and seek)
Statistics and Probability	Understanding chance	
	Interpreting and representing data	<p>Level 1</p> <p>Emergent data collection and representation</p> <ul style="list-style-type: none"> poses and answers simple questions and collects responses (e.g. collects data from a simple yes/no question by getting respondents to form a line depending upon their answer) displays information using real objects, drawings or photographs (e.g. collects leaves from outside the classroom and displays them in order of size) sorts and classifies shapes and objects into groups based on their features or characteristics and describes how they have been sorted (e.g. sorts objects by colour) sorts and classifies shapes and objects into groups based on their features or characteristics identifies things that vary or stay the same in everyday life (e.g. "it is always dark at night"; "although jellybeans are the same size, they can be different colours")

Personal and Social general capabilities available for HICP

Self-awareness	Personal awareness	<p>Level 1a</p> <ul style="list-style-type: none"> identify their likes, dislikes, strengths, abilities and interests when showing a personal preference identify their likes and dislikes when showing a personal preference identify their strengths, abilities and interests when showing a personal preference
	Emotional awareness	<p>Level 1a</p> <ul style="list-style-type: none"> identify a range of emotions across different situations
	Reflective practice	<p>Level 1a</p> <ul style="list-style-type: none"> identify how their choices can impact their participation in or completion of a task
Self-management	Goal setting	<p>Level 1a</p> <ul style="list-style-type: none"> learn a range of strategies to participate in class activities
	Emotional regulation	<p>Level 1a</p> <ul style="list-style-type: none"> recognise how emotions influence the way we feel and act
	Perseverance and adaptability	<p>Level 1a</p> <ul style="list-style-type: none"> persevere when attempting to complete tasks
Social awareness	Empathy	<p>Level 1a</p> <ul style="list-style-type: none"> acknowledge that people have different needs, emotions and abilities
	Relational awareness	<p>Level 1a</p> <ul style="list-style-type: none"> demonstrate an awareness of how shared interests and behaviours help build relationships
	Community awareness	<p>Level 1a</p> <ul style="list-style-type: none"> identify different groups within their community
Social management	Communication	<p>Level 1a</p> <ul style="list-style-type: none"> communicate intentionally (verbally and non-verbally) with a range of people in familiar and unfamiliar contexts communicate intentionally (verbally and non-verbally) with a range of people in familiar contexts communicate intentionally (verbally and non-verbally) with a range of people in unfamiliar contexts communicate intentionally (verbally) with a range of people in familiar and unfamiliar contexts communicate intentionally (verbally) with a range of people in familiar contexts communicate intentionally (verbally) with a range of people in unfamiliar contexts communicate intentionally (non-verbally) with a range of people in familiar and unfamiliar contexts communicate intentionally (non-verbally) with a range of people in familiar contexts communicate intentionally (non-verbally) with a range of people in unfamiliar contexts
	Collaboration	<p>Level 1a</p> <ul style="list-style-type: none"> engage with peers and other community members engage with peers engage with other community members
	Leadership	<p>Level 1a</p> <ul style="list-style-type: none"> show an awareness of personal responsibility
	Decision-making	<p>Level 1a</p> <ul style="list-style-type: none"> make choices that address their needs and wants
	Conflict resolution	<p>Level 1a</p> <ul style="list-style-type: none"> demonstrate understanding that others have feelings when conflict occurs demonstrate understanding that others have feelings