

LITERACY LEARNING PROGRESSION

As students learn basic skills like reading, writing, spelling, adding and subtracting their progress can be tracked, as these skills are usually developed in a predictable order. The National Literacy and Numeracy Learning Progressions, on the Australian Curriculum website, show the order in which most students develop these skills.

You can use the National Literacy and Numeracy Learning Progressions to see where your child might be up to in their development of a particular skill, such as telling the time or writing words. You can also see the next typical steps in the development of this skill.

How does my child learn listening skills?

Note: Most children learn to listen and talk within the home environment. This information relates to the listening skills which help children learn.

What you might see your child doing

National Literacy and Numeracy Learning Progressions
How your child learns listening skills

Nods, points or indicates yes/no in response to familiar questions e.g. "Are you hungry?"

Can you get your hat please?



Responds to familiar, simple text using speech, gestures and actions.

LiS level 1

Follows a simple instruction e.g. Please wash your hands.

Please put the toys away.



Follows short texts relying on key words, obvious cues, tone of voice and intonation.

LiS level 2

Follows a series of instructions e.g. clean your teeth, wash your hands, brush your hair. Listens attentively when they are being read to.

After you have brushed your teeth please put your pyjamas on.



Listens actively to short texts recalling one or two ideas using simple listening strategies e.g. asking questions or recognising familiar words.

LiS level 3

Listens to a text read to them and recalls specific information.

What did the caterpillar eat?



The caterpillar ate an apple and a strawberry.

Responds to simple texts, recalling specific information. Makes obvious inferences using listening strategies e.g. ask speaker to repeat.

LiS level 4

Ask questions about a text that has been read to them. Describes a few details from a text they have heard, using vocabulary from the text.

Why was MAX sent to his room?



Max was pretending to be a wolf. He was being naughty.

Are the wild things real?

Identifies specific learning area content. Uses a range of listening strategies (e.g. rephrasing text) to infer less obvious meaning.

LiS level 5

FOUNDATION

YEAR 2