

DRAFT OVERVIEW OF LANGUAGE LEARNING MILESTONES – READING PROGRESSION

	MILESTONE 1	MILESTONE 2	MILESTONE 3	MILESTONE 4	MILESTONE 5	MILESTONE 6	MILESTONE 7	MILESTONE 8
READING PROGRESSION	Learners decode short simple environmental print or learner/teacher-created texts about topics of personal interest, recognising some letters, numbers, symbols, strokes or characters ¹	Learners decode short simple environmental or class-created texts about topics of personal interest, recognising common sight words, symbol/sound relations and basic text conventions	Learners draw assisted literal meaning from short predictable texts about familiar topics, developing fluent recognition of key words and their graphic, phonetic and semantic features, with understanding of text purpose	Learners draw global and local meanings from predictable texts about unfamiliar topics, applying text cueing and reading strategies to identify main ideas and locate specific information	Learners make assisted inferences from extended text types in print, visual and electronic modes, cueing into basic text and schematic structures and drawing on cultural knowledge and experience	Learners make key inferences from a variety of extended text types in print, visual and electronic modes, integrating text cueing processes with cultural knowledge and experience	Learners engage in extensive reading of personal interest and culturally valued literary texts, developing critical understandings of how writer-reader relations shape textual meaning	Learners independently pursue extensive reading of personal interest and culturally valued literary texts, learning and appreciating new perspectives, information, language and genres
Phases of language development	<i>establishing reading repertoires</i>		<i>expanding reading repertoires</i>		<i>extending reading repertoires</i>		<i>enriching reading repertoires</i>	

DRAFT OVERVIEW OF LANGUAGE LEARNING MILESTONES – WRITING PROGRESSION

	MILESTONE 1	MILESTONE 2	MILESTONE 3	MILESTONE 4	MILESTONE 5	MILESTONE 6	MILESTONE 7	MILESTONE 8
WRITING PROGRESSION	Learners communicate simply through drawings, symbols or manual or keyboard reproduction of letters, numbers, words, strokes or characters	Learners communicate simply through short simple texts comprising copied words or phrases based on spoken repertoire	Learners communicate ideas, events, experiences for specific purposes and familiar audiences through short formulaic texts based on spoken and modeled language showing some basic writing conventions	Learners communicate ideas, events, experiences for specific purposes and familiar audiences through coherent formulaic texts with sentence structures that reflect spoken and written language features	Learners write about familiar topics for real and imagined audiences using basic written text types with some flexibility and control over culture specific registers, expression, cohesion and writing conventions	Learners write about a variety of topics for real and imagined audiences using extended written text types with growing versatility and control over culture specific registers, expression, cohesion and writing conventions	Learners compose culturally valued texts for a range of audiences and purposes, evaluating and developing readability, engagement and impact for intended readers	Learners independently compose a variety of culturally engaging texts for diverse audiences and purposes, reflecting growing confidence, sophistication and creativity of expression, personal voice and style
Phases of language development	<i>establishing writing repertoires</i>		<i>expanding writing repertoires</i>		<i>extending writing repertoires</i>		<i>enriching writing repertoires</i>	

¹ Includes developing reading and writing of Romanised and non-Romanised script systems and two-way transcriptions (e.g. pinyin- Hanzi for Chinese) using international keyboard within reading and writing milestones 1- 6