



	Cluster 1 Early Foundation	Cluster 2 Foundation	Cluster 3 Beginning Kindergarten	Cluster 4	Cluster 5	Cluster 6 End of Kindergarten	Cluster 7	Cluster 8 End of year 1	Cluster 9	Cluster 10 End of Year 2	Cluster 11 End of Year 3	Cluster 12 End of Year 4
<b>Aspects of speaking</b> Receptive Involves listening actively and attentively when interacting with others.	Startles when spoken to. Experiences and/or tolerates sensory stimuli. Shows reflex responses to object cues. Turns briefly in the direction of a sound. Responds to auditory cues through body language (turns head, nods, smiles). Responds consistently to a familiar person, song or rhyme. Begins to associate meaning with a familiar object/music/sound cue. ENLS1A Stage 6 1.1	Responds to own name. Looks at speaker for a few seconds during a 1:1 interaction. Recognises and demonstrates appropriate listening behaviours – listens without interrupting, gives eye contact, nods, smiles. Responds to cues to anticipate an event. Tracks sounds. Copies sounds. ENLS1A Stage 6 1.2	Listens to simple instructions and requests. Listens and responds to one step instructions. Waits for name to be called to take turns. Attempts to an adult talking or reading for two to three minutes. Correctly identifies pictures or objects when listening to familiar sounds. Listens and responds to questions in a group setting. Listens during Shared Reading and, with assistance, can answer questions using visual choices or yes/no. ENLS1A ENLS3A Stage 6 3.1	Listens to and accurately relays simple messages. Listens intently while others speak. Responds to requests involving more than one step. Listens during Shared Reading and, independently, answers questions verbally or using visual choices or yes/no. ENLS1A ENLS4A Stage 6 3.1	Listens to fiction and non-fiction books. Begins to use active listening and turn-taking when having a discussion with peers and known adults. Recognises a variety of ways people communicate with each other – speech, gesture, sign, technology. ENLS1A ENLS4A	Understands the difference between a question and a statement. Listens to get information for a specific purpose. Understands the use of vocabulary in familiar contexts. Listens to a story and is able to sequence pictures of the main events. Shows respect to others when they speak. ENLS4A ENLS1A	Recounts a story in logical sequences. Listens and responds to instructions, information and peer opinions. Shows respect for others when they speak. Listens for specific purposes and information e.g. instructions. Identifies, reproduces and experiments with rhythmic, sound and word patterns in rhymes and songs. ENLS1A ENLS6A Stage 6 3.2	Listens to a group when they are trying to solve problems. Listens well at all times, e.g. assemblies. Listens for specific purposes and information e.g. instructions. Identifies, reproduces and experiments with rhythmic, sound and word patterns in rhymes and songs. ENLS1A ENLS6A	Listens attentively and makes appropriate responses to what others say. Listens attentively for extended periods of time. Demonstrates attentive listening across a range of school contexts eg. National Anthem, Welcome to Country, school performances, assemblies. ENLS1A ENLS6A Stage 6 3.3	Listens and understands a series of instructions related to a task and successfully completes the task. Listens to a group when they are trying to solve problems. Listens and understands instructions and then continues on to finish their work. Listens attentively to texts that include unfamiliar ideas and information. ENLS1A ENLS7A ENLS13C Stage 6 3.4	Makes appropriate responses to what others say and constructively builds on the ideas of others. Interprets ideas and information in spoken texts. Demonstrates understanding of ideas through dramatic representation, role play and simulations. ENLS1A ENLS7A ENLS13C Stage 6 3.5	
<b>Aspects of speaking</b> Expressive Involves using oral language to communicate with others in a range of contexts.	Makes random non intentional vocalisations - "babble". Uses sounds to communicate feelings. Vocalises to a familiar person. Vocalises to draw attention to self. Experiments with playful sounds eg. Kiss, cough, blow raspberries. Shows recognition of familiar/favourite objects or activities by vocalising or gesture. Briefly makes eye contact. ENLS1A	Eye points familiar people or objects when asked "Where is?". Mimics playful sounds. Uses switch, sign or word to respond. Takes turns to make sounds during intensive interaction sessions. Takes turns to make object related sounds. Initiates lip shapes to produce letter sounds. Intentionally communicates by using consistent sounds or actions. Makes a request by taking an object to an adult or an adult to the object. Chooses an activity or object from 2 or more options by pointing/eye pointing/voice output device, symbols or vocalisation. Looks at or points to pictures in a story book or to props related to a story being read to him/her. Uses a switch, sign or word at appropriate times to say "hello" or "goodbye". ENLS2A Stage 6 1.3; 1.4; 1.5; 2.1	Responds to simple oral questions and requests. Engages in simple conversations with friends and adults. Labels, through speech, sign language or AAC: actions, characters or illustrations in a story book. Talks about personal experiences, eg. visit to the zoo. Says some words correctly. Communicates choices or answers Yes/No questions by nodding/shaking head, using communication boards, voice output device or verbalisations. ENLS1A, ENLS6B ENLS2A ENLS3A Stage 6 1.6; 1.7; 2.2	Imitates actions, sound effects, words and/or repeated lines from a familiar story. Names a favourite character from a story that has been shared. Makes comments on something in a story. Speaks in a clear and confident way. Uses pace and volume for emphasis when speaking. Uses simple sentences when speaking. Joins in small group discussions. Says most speech sounds (exceptions could be: l, sh, z, r, v, th). ENLS1A, ENLS6B ENLS3A, ENLS12C Stage 6 1.9; 2.4	Explains what they like about a character from a story that has been read. Asks questions about a story, before, during or after it is shared. Uses more complex sentences when speaking. Speaks in a clear and confident way. Uses pace and volume for emphasis when speaking. Discusses stories and information books. Joins in small group discussions. Says most speech sounds (exceptions could be: r, v, th). ENLS1A, ENLS6B ENLS5A, ENLS13C Stage 6 2.6	Retells a story about an experience he/she has had, with a beginning, middle and ending. Gives detailed reasons why they like or dislike a character from a story that has been read. Asks sensible questions. Gives a short talk to the class. Contributes to group activities involving discussion about familiar texts or topics. Says most speech sounds (exceptions could be: r, v, th). ENLS1A, ENLS6B ENLS10B Stage 6 2.7	Explains things in more detail when asked. Talks about things that happened in correct order. Always makes appropriate contributions to class discussions. Asks questions if they don't understand something. Adjusts the way they speak according to purpose and audience. ENLS1A, ENLS6B ENLS3A, ENLS14D Stage 6 2.8	Tells people what they think about a topic and why. Speaks clearly and confidently in a variety of situations. Uses social norms when talking and listening e.g. not interrupting. Plans and presents a short talk about a topic to the class. Gives a short talk to the class. Contributes to group activities involving discussion about familiar texts or topics. Says most speech sounds (exceptions could be: r, v, th). ENLS1A, ENLS6B ENLS14D Stage 6 2.9	Expresses a point of view about a topic. Understands that others might think differently to them. Plans and gives a short speech to other classes or groups, e.g. report or a message. Automatically changes their speech to suit different audiences, purposes and situations. Contributes to the ideas of others. Joins in when discussions go for a long time. ENLS1A, ENLS6B ENLS14D Stage 6 2.9	Gives detailed ideas about a topic and explains why they think that way. Talks confidently with unfamiliar people. Recites poems, songs and rhymes using sound patterns such as alliteration or rhyme. Retells familiar stories and events in logical sequence. Asks questions of a group to help solve problems. Makes suggestions to help a group solve a problem. Answers questions about a text that contains unfamiliar ideas and information. ENLS1A, ENLS6B ENLS17E Stage 6 2.10	Plans and gives speeches to a large group (assembly). Makes speeches by using a variety of public speaking strategies including notes, changes in volume and changes in emphasis. Discusses the features of different spoken texts: formal versus informal interactions; persuasive versus informative. Contributes relevant ideas to discussions. Retells or performs parts of a story from a character's point of view. Asks questions when they don't understand. Repeats something using different words. ENLS1A, ENLS6B ENLS5A, ENLS11B, ENLS17E Stage 6 2.11	
<b>Concepts about print</b> Involves understanding and using conventions and concepts about print. *Texts* include oral, aural, written, visual, electronic and multimodal texts.	Experiences and tolerates being shown a picture or book. Experiences and tolerates sensory stimulus related to a story or other text.	Expresses interest during print, oral, visual or electronic interactions. Focuses attention on sensory experiences provided to support the telling of stories, recounts or rhymes. ENLS4A	Differentiates between text and illustrations. Holds a book correctly and turns pages. Uses a switch to turn pages. Attempts to read left to right and sometimes points to the first word in a sentence. ENLS4A	Points left to right and to the beginning of the next line of text. Points to a word or a letter. Understands the difference between letters and numerals. ENLS4A ENLS7A	Names a full stop and knows what it is for. Points to the first and last letter in a word. Understands that words and spaces help the story make sense. Sometimes uses the mouse and keys to look at things on the computer screen. ENLS4A ENLS7A	Use capital letters for names. Shows someone what a sentence is. Uses a mouse and keys to look at things on the computer screen. ENLS4A ENLS7A	Understands that punctuation and capital letters help the story make sense. ENLS4A ENLS11B					
<b>Vocabulary knowledge</b> Involves understanding the meaning of spoken and written words and using words to create and understand texts. *Texts* include oral, aural, written, visual, electronic and multimodal texts.	Engages in activities which utilise a simple vocabulary.	Engages in activities which utilise more complex vocabulary. Looks or points to identify pictures in a story book or props related to a story being read to them.	Uses everyday words eg. colours, names of family members, familiar objects and places. Uses speech, sign language or AAC to label pictures in a story book or props related to a story being read to them. Knows and uses some subject specific words in areas of interest, eg. animals, games. Shows curiosity about words and their meaning. ENLS1A	Understands the meaning of words encountered in easy reading texts, eg. big, little. Uses vocabulary to talk about everyday events and experiences. Names the basic parts of a computer, eg. screen, mouse, keyboard. Asks questions to find out the meaning of words. ENLS2A	Uses appropriate vocabulary when speaking and writing. Expands their vocabulary to describe everyday events and experiences. Identifies unfamiliar words and attempts to use experience and context to work out meaning. ENLS4A, ENLS10C ENLS2A, ENLS14D	Knows the meaning of commonly used words in texts read. Explains the meaning of words they write. Reads a sentence to gain clues about the meaning of a word. ENLS4A, ENLS10C ENLS3A Stage 6 4.4	Writes sentences to describe feelings and experiences. Shows some understanding of the effects of different words and phrases, eg. to make people laugh, to persuade or to give information. Builds words from a word base, eg. move, moving, remove. ENLS4A, ENLS10C ENLS3A	Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading, writing and speaking. Uses a dictionary to check the meaning of words. ENLS4A, ENLS10C ENLS7A	Uses words and groups of words to make a story more interesting. Draws on topic/content knowledge to assist in working out the meaning of unknown words. Edits writing to improve quality of vocabulary used. ENLS7A, ENLS15D	Uses synonyms. Uses simple content specific vocabulary in appropriate ways when creating texts. Uses relevant vocabulary associated with digital technology and electronic texts. Understands how prefixes and suffixes change word meanings. ENLS4A, ENLS10C ENLS7A	Understands that words can have different meanings in different contexts. Uses expanded vocabulary by drawing on known and new topic knowledge. Uses a number of ways to work out the meaning of words. Uses a dictionary and thesaurus to find the meaning of unknown words. ENLS4A, ENLS10C ENLS7A	
<b>Phonemic awareness</b> Involves hearing and manipulating sounds in spoken language.	Experiences alphabet books and rhymes. Co-actively participates in familiar sound and word play, songs, finger plays through visual cues and imitation.	Expresses interest in alphabet books and rhymes. Identifies rhymic patterns in poems and songs. Repeats poems and songs during group time. Sings songs or makes rhythms on their own during free time. Recognises the initial sound in their own name and other familiar words, e.g. mum. Tells you words that have the same beginning sound. Students do not have to label the initial sound. ENLS2A	Identifies rhyming words in the environment, e.g. saying "a doggie goes woof". Repeats rhymic patterns in poems and songs. Repeats poems and songs during group time. Sings songs or makes rhythms on their own during free time. Recognises the initial sound in their own name and other familiar words, e.g. mum. Tells you words that have the same beginning sound. Students do not have to label the initial sound. ENLS2A	Sometimes hears rhyming words. Listens and follows the rhythmic beat of language and song. Sways to music or rhyme, or may bounce or clap along with the song. This can occur by the student feeling vibrations. ENLS6B ENLS3A, ENLS17E	Hears rhyming words. Completes a sentence in a familiar rhyme by saying the missing rhyming word (or picture choice to complete the rhyme). Hears when words start with the same sound. Says a word starting with a given sound. Blends two and three sounds to make a word. Breaks a word into onset and rime. Says all the sounds in small one syllable words. ENLS3A, ENLS17E	Takes a sound out of a word and says the new word. Adds a sound to a word and says the new word. ENLS6B ENLS7A	Swaps a sound in a word and says the new word. ENLS6B ENLS7A	Makes new words by taking away, adding and swapping sounds. ENLS6B ENLS7A				
<b>Phonics</b> Involves making the connection between sounds and letters when reading and spelling	Experiences alphabet books and rhymes. Responds to familiar rhymes by smiling or starting. Explores letters of the alphabet through touching and playing with concrete alphabet material.	Expresses interest in alphabet books and rhymes. Knows that letters are different from pictures and shapes.	Understands that words are comprised of letters. Identifies first letter of own name. Recognises additional letters in their name. Recognises initial letters in the name of others. Identifies one letter that is the same in two words. Identifies the initial letter sound of their name. ENLS5A ENLS4A	Identifies some letters in different places. Names some letters in words. Groups some words according to initial sound. Says some sounds when attempting word building. ENLS5A ENLS4A	Knows most of the names and sounds of the letters of the alphabet. Uses knowledge of some letter sounds to sound out a simple CVC word when reading. ENLS6A	Knows all of the names and sounds of the letters in the alphabet. Spells unknown words by sounding out most letters in order. ENLS5A ENLS6A	Blends initial consonants with vowel patterns or word families. Blends sounds to help read unknown words. ENLS5A ENLS6A	Uses familiar words and letter families to decode words when reading. ENLS5A ENLS7A	Understands that sounds can be represented in various ways when spelling e.g. meet, meat. ENLS5A ENLS7A	Uses syllables to help read and spell words. Blends, segments and uses letter patterns when reading and spelling. ENLS5A ENLS7A		
<b>Reading texts</b> Involves recognising words automatically, reading in a phrased and fluent way and navigating texts to create meaning. *Texts* include oral, aural, written, visual, electronic and multimodal texts.	Is part of a group listening to a fiction or non-fiction text. Turns to face an adult reading a book. Gives visual attention to a single object. Experiences a sensory stimulus related to a story or other text. Responds to a story or rhyme by smiling or starting. Is beginning to explore books by mouthing them, patting them, carrying them around.	Focuses on photographs, pictures or symbols in a book. Looks with interest at a computer screen while a cause and effect program is being used by someone else. Explores a sensory stimulus related to a story. Begins to join in by copying repeated actions of familiar stories or rhymes. Indicates recognition of objects, photographs, pictures by reaching for, touching or eye point. Begins to recognise that a book has different properties from other toys. He or she may flip the pages, flip them, and look at the pages in no particular order. Stage 6 4.1	Recognises own name. Looks with interest at a computer screen whilst using a cause and effect program. Joins in repetitive reading. Spends time looking at books and other print material. Shows preference for favourite books. Tells a story using pictures. Attempts to read words in the environment. ENLS4A ENLS4A	Reads one or two words in the environment. Reads some words in a sentence correctly. Matches pictures to words. Points to each word as they read it. Reads some common words in simple predictable texts eg. my, I. ENLS4A, ENLS8B ENLS5A Stage 6 4.3	Reads one or more sentences correctly in simple books. (RR Level 4) Uses context to predict the meaning in books. Reads words by sounding out. ENLS4A, ENLS8B ENLS5A Stage 6 4.3	Reads all or most of a more difficult book. (RR Level 10) Reads with fluency and rhythm. Stops reading when a mistake is made and the text does not make sense. Reads aloud with fluency and intonation. ENLS4A, ENLS8B ENLS5A	Reads books with several lines of text per page. Recognises and works out unknown words quickly when reading. Stops reading when a mistake is made and attempts to self-correct. Reads aloud with fluency and intonation. (RR Level 14) ENLS4A ENLS6A	Self-corrects when reading. Reads aloud with fluency and phrasing (volume, pitch, pace). Understands that different types of text might need to be read differently. ENLS4A, ENLS8B ENLS6A	Changes the expressive tone in their voice when reading aloud. Uses a variety of strategies to help them read fluently and with phrasing. ENLS4A, ENLS8B ENLS6A	Reads more difficult texts with less familiar content and vocabulary. Engages with longer literary and factual texts (at least 10 min). (RR Level 30) ENLS4A, ENLS8B ENLS7A, ENLS16D	Reads short novels with minimal illustrations. Sustains meaning when reading is interrupted eg. reading a short novel over several days. Uses visuals to enhance meaning when reading a factual text eg. photographs, charts, tables. Understands how to skim or scan text for specific information. ENLS4A, ENLS8B ENLS7A, ENLS10B, ENLS12C, ENLS16D Stage 6 4.5	Reads short novels with unfamiliar content and difficult and unusual vocabulary. Uses different strategies to read unfamiliar words e.g. words pronounced the same but with different meaning, (ale and eight). Breaks words into small known chunks. Uses topic knowledge to read unfamiliar words. ENLS4A, ENLS8B ENLS7A, ENLS16D
<b>Comprehension</b> Involves responding to, interpreting, analysing and evaluating texts. *Texts* include oral, aural, written, visual, electronic and multimodal texts.	Shows curiosity about a text and makes simple predictions when given a choice. Shows recognition of familiar characters. Stage 6 6.1	Retells some events in familiar stories. Identifies appropriate pictures when given a selection to choose from. Answers questions about a story. Asks questions about a story (three word level) eg. "Where is dog?". Makes connections between stories and their own life. ENLS4A ENLS4A	Attempts to sequence a set of pictures from the story. Gives a simplified retelling of a story when prompted. Recalls some details from illustrations in a story book. Predicts a plausible next event in a story. Tells what they think about a story. Uses the pictures in factual texts to help them understand. ENLS4A ENLS4A	Sequence a set of pictures from the story. Retells a story in the correct order. Talks about information in factual texts. ENLS4A	Talks about the main ideas in story books and factual texts. Talks about the things a character does in a story. Finds important facts in books and on the screen to help them understand a topic. ENLS4A, ENLS12E ENLS4A Stage 6 6.2	Answers questions about a character by expressing an opinion. Finds and discusses the implied meaning in texts. Finds information in factual texts by using the contents page or screen icons. ENLS4A, ENLS12E ENLS5A	Retells a story or film by talking about the settings, characters, complication and resolution. Understands they can find information about a topic from a variety of places (e.g. books, websites, posters). Thinks about why a character behaves the way they do in a story. ENLS4A, ENLS12E ENLS5A Stage 6 6.3	Talks about texts by thinking about their own experiences. Discusses the point of view of the text. Discusses how visual images work with words to help make sense of text. Skims or scans texts to see if predictions are right (irregular/sight) words. Applies spelling rules to writing. Produces documents with sequential order. Explores the effects of language forms, features and structures for a variety of purposes, audiences and contexts, e.g. the use of humour to sustain an audience. Self corrects writing on the computer. ENLS4A, ENLS12E ENLS9A, ENLS11B	Thinks about prior knowledge and experience to make sense of text. Draws conclusions by using clues in the text. Explains the main idea in a text. Understands the meaning of a text by getting information from different parts of the text. Identifies and interprets main ideas and important information in a text. Uses the main ideas and important information to retell a text. ENLS4A, ENLS12E ENLS7A, ENLS10B, ENLS13C	Builds understanding by discussing possible consequences and events during reading. Tells the difference between implied meaning and literal meaning. Understands the meaning of a text by getting information from different parts of the text. Identifies and interprets main ideas and important information in a text. Uses the main ideas and important information to retell a text. ENLS4A, ENLS12E ENLS7A, ENLS10B, ENLS13C	Interprets and responds to texts by discussing the differences between literal and implied meanings. Identifies ways texts present different perspectives. ENLS4A, ENLS12E ENLS7A, ENLS13C, ENLS16D	
<b>Aspects of writing</b> Involves using spelling, grammar, design features, handwriting and digital tools to create texts for specific purposes. *Texts* include oral, aural, written, visual, electronic and multimodal texts.	Experiences tactile exploration. Focuses attention briefly on hands. Fleeingly moves hands over or through some sensory material. Coactively holds an object briefly when placed in their hands. Attempts to grasp writing implement with dominant hand. Focuses briefly on object in hands. Actively pats, pulls, rubs, bangs objects. Mouths writing tools (e.g. markers, stamps, brushes, pencils) and explore paper, tearing and crumpling.	Independently manipulates sensory materials with hands e.g. shaving cream. Reaches out for an object placed near to hand. Feels for an object that may be out of sight or reach. Coactively makes mark on paper. Attempts to grasp writing implement with either hand. Attempts to grasp writing implement with dominant hand. Writes without using conventions e.g. left to right, spacing. Begins to understand that the tool will make a mark and have a purpose e.g. drawing a picture. Explores writing/drawing with greater purpose and for longer periods of time. May fill the whole page using multiple tools.	Attempts to write name. Writes at least one word about a story or picture. Writes from left to right. Cuts and pastes predictable chart writing words in a conventional sentence structure. Discusses writing before and after completion. Attempts to use a mouse and keyboard. Writes with letter like forms and some recognisable letters. Writes without using conventions e.g. left to right, spacing. Attempts to use the computer for writing. ENLS2A, ENLS3A ENLS4A	Writes first name correctly. Attempts to write a sentence. Leaves a space between words. Creates writing from original ideas. Sounds out words when writing. Writes some common words. Attempts to use descriptive language. Writes about "how", "when", "where", or "why". Holds a pencil correctly. Sits correctly to write. Attempts to use the computer for writing. ENLS2A, ENLS3A, ENLS10C, ENLS11D ENLS8A Stage 6 5.3	Writes one or more sentences. Spells some words. Forms most of the letters correctly. Identifies and uses full stops and capital letters. Reads writing aloud to see if it makes sense. Describes the audience and purpose of writing. Spells the common words from classroom examples. Attempts to use joining words to link ideas. Uses pronouns. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS11D, ENLS12E ENLS8A	Writes one or more sentences. Uses known words or groups of known words to write own sentences. Collaboratively writes to create stories using different mediums. Writes four to five sentences about topics of personal interest. Proof-reads to improve meaning, grammar and punctuation using commas, question marks and exclamation marks. Writes a simple sentence with one verb. Joins two simple sentences with a conjunction (because, and). Uses adjectives to describe nouns to make writing more interesting. Forms all letters correctly. ENLS2A, ENLS3A, ENLS9B, ENLS10C, ENLS11D ENLS9A Stage 6 5.4	Writes five or more sentences about familiar topics. Uses paragraphs and headings in writing. Identifies and uses full stops and capital letters. Spells high frequency words and topic words. Uses full stops, exclamation marks and question marks when writing. Produces documents with sequential order. Explores the effects of language forms, features and structures for a variety of purposes, audiences and contexts, e.g. the use of humour to sustain an audience. Self corrects writing on the computer. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS11D ENLS9A, ENLS11B	Plans writing by making notes, drawing diagrams or planning a sequence of events/information. Writes for different reasons to explain and express ideas for a variety of audiences. Revises, edits and proofreads own writing. Utilises different spelling strategies to spell unfamiliar/tricky words. Uses complex punctuation including contraction marks and commas in lists. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS11D, ENLS12E ENLS12C, ENLS16D Stage 6 4.5; 5.5	Writes for different reasons to explain and express ideas for a variety of audiences. Revises, edits and proofreads own writing. Utilises different spelling strategies to spell unfamiliar/tricky words. Uses complex punctuation including quotation marks and commas in lists. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS11D, ENLS12E ENLS12C, ENLS16D Stage 6 4.5; 5.5	Uses different types of verbs including relating, action, feeling, thinking and saying verbs. Chooses the correct tense within a sentence, so that nouns and verbs match. Composes texts to reflect a personal belief or point of view, e.g. a picture to show how they feel about an issue. Expresses their opinions on a particular issue. Experiments with writing and publishing own text using different mediums and modes, e.g. plays, songs, e-mail, PowerPoint. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS11D, ENLS12E ENLS10B, ENLS15D, ENLS16D, ENLS17E	Explores the ways language forms and features can be used to create layers of meaning, e.g. imagery, tone, figurative language. Structures the ways in which language forms, features and structures can be used to position the reader, e.g. the use of emotive and persuasive language to create a perspective. Writes persuasive texts. Writes explanation texts. Publishes work. ENLS2A, ENLS3A, ENLS7B, ENLS9B, ENLS10C, ENLS12E, ENLS11D, ENLS12E ENLS10B, ENLS15D, ENLS16D, ENLS17E	

