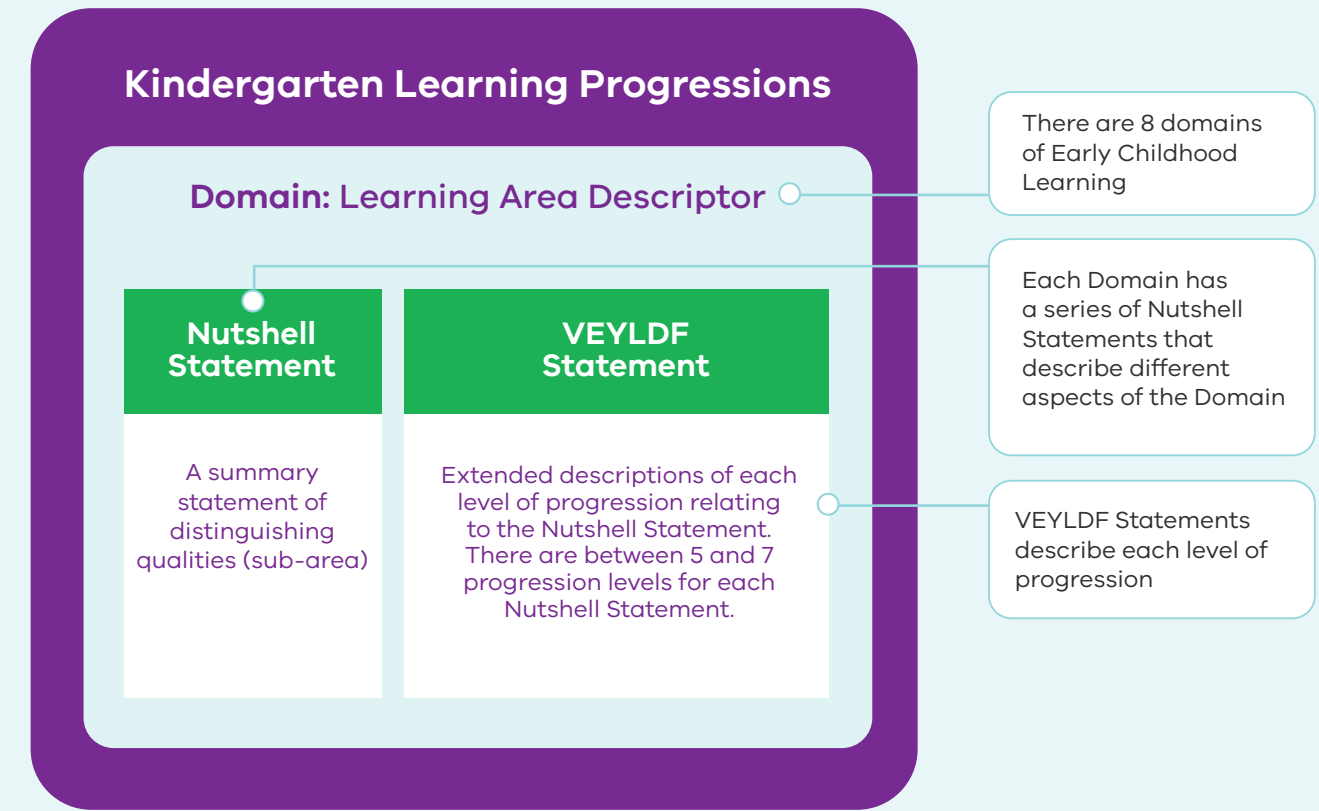


Learning Progression Domains and how they map to the VEYLDF Learning and Development Outcomes



Kindergarten Learning Progressions

Communication – symbols and texts





Communication – symbols and texts

This Learning Progression Domain maps to the Victorian Early Years Learning and Development Framework Outcome – *Communication - Children are effective communicators*

Nutshell	The child is exploring objects within a familiar environment, and learning about pictures, songs, rhymes, and stories.	The child is learning to identify, sort and match pictures, shapes, and sounds, and to respond to and interact with materials for reading, drawing, and writing.	The child recognises the difference between text and pictures, and may sort, match, or identify letters and numbers and draw meaning from symbols and text.	The child is learning about letters and their sounds and is learning to recognise links between print and spoken language.	The child is learning to use letters and words and is writing, drawing, and using conventions of print to express and share information and ideas.	The child reads and responds to short texts with familiar ideas and a small amount of unfamiliar vocabulary. The child makes use of known spelling patterns to attempt the spelling of unfamiliar words.
VEYLDF Statement	Children are learning to engage with symbols and texts. They may view or listen to a range of texts or listen and respond to sounds and patterns in speech, stories, and rhymes. These texts may include, for example, traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts, and dramatic performances. This may also include sharing stories and symbols from their own culture. This is evident, for example, when children listen and respond to sounds and patterns in speech, stories and rhymes in context, or view and listen to printed, visual and multimedia texts. They are learning to sing and chant rhymes, jingles, and songs. They are beginning to express ideas and make meaning using a range of media. For example, children may use language and engage in imaginative play, or use creative arts such as drawing, painting, dance, movement, and music to express ideas and make meaning. As they build their skills and understanding, children begin to understand how symbols and pattern systems work. For example, they may use symbols in play to represent and make meaning and notice and predict patterns of regular routines. They are learning to identify, name, sort, and match pictures, shapes, and sounds. Children are developing their fine motor skills through the use and manipulation of objects.	Children are learning to engage with texts and get meaning from these texts. These may include, for example, traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts, and dramatic performances. This may also include sharing stories and symbols from their own culture. This is evident, for example, when children listen and respond to sounds and patterns in speech, stories and rhymes in context, or view and listen to printed, visual and multimedia texts. They are learning to sing and chant rhymes, jingles, and songs. They are beginning to express ideas and make meaning using a range of media. For example, children may use language and engage in imaginative play, or use creative arts such as drawing, painting, dance, movement, and music to express ideas and make meaning. As they build their skills and understanding, children begin to understand how symbols and pattern systems work. For example, they may use symbols in play to represent and make meaning and notice and predict patterns of regular routines. They are learning to identify, name, sort, and match pictures, shapes, and sounds. Children are developing their fine motor skills through the use and manipulation of objects.	Children engage with a range of texts and get meaning from these texts. This is evident, for example, when they listen and respond to sounds and patterns in speech, stories, and rhymes in context, and view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments, and questions. Children may sing and chant rhymes, jingles, and songs, and actively use, engage with, and share the enjoyment of language and texts in a range of ways. They are beginning to familiarise themselves with literacy and numeracy concepts in their supported or unstructured play activities (i.e. learning experiences rather than activities). Children are developing their ability to express ideas and make meaning using a range of media. For example, they may use language and engage in symbolic play to imagine and create roles and ideas or share the stories and symbols of their own cultures and re-enact well-known stories. Children may use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music, and storytelling to express ideas and make meaning. They may also begin to use images and approximations of letters and words to convey meaning. They may, for example, add writing in the form of scribbles to label or comment on drawings, and imitate writing words and sentences. Children experiment with materials for drawing and writing. As they build their skills and understanding, children may use symbols in play to represent and make meaning, and begin to make connections between, and see patterns in, their feelings, ideas, words, and actions, and those of others. Typically, they notice and predict the patterns of regular routines and the passing of time and begin to be aware of the relationships between oral, written, and visual representations. They may, for example, sort, categorise, order, and compare collections and events and attributes of objects and materials in their social and natural worlds. They are learning to draw on their experiences in constructing meaning using symbols and are beginning to engage with print and symbols in the environment.	Children engage with a range of texts and get meaning from these texts. This is evident, for example, when they listen and respond to sounds and patterns in speech, stories, and rhymes in context, and view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments, and questions. Children may sing and chant rhymes, jingles, and songs, and actively use, engage with, and share the enjoyment of language and texts in a variety of ways. They may take on roles of literacy and numeracy users in their supported and unstructured play. They are learning to understand key literacy and numeracy concepts and processes, such as the sounds of language, that letters relate to sounds in predictable ways, some concepts of print, and the ways that texts can be structured. Children may begin to explore texts from a range of perspectives and start to think about meanings. They actively use, engage with, and share the enjoyment of language and texts in a range of ways. Children are developing their ability to express ideas and make meaning using a range of media. For example, they may use language and engage in symbolic play to imagine and create roles, scripts, and ideas, or share the stories and symbols of their own cultures and re-enact well-known stories. This may include sharing stories and symbols from their own culture. Children may use the creative arts, such as drawing, painting, sculpture, drama, dance, movement, music, and storytelling to express ideas and make meaning. They may experiment with ways of expressing ideas and meaning using a range of media, and they may also begin to use images and approximations of letters and words to convey meaning. Children create texts that record their experience and knowledge using a range of tools including computer, pictures and writing implements such as crayons or pencils. As they build their skills and understanding, children begin to understand how symbols and pattern systems work. They may, for example, use symbols in play to represent and make meaning, and begin to make connections between, and see patterns in, their feelings, ideas, words, and actions, and those of others. Typically, they notice and predict the patterns of regular routines and the passing of time and are increasingly aware of the relationships between oral, written, and visual representations. They may, for example, sort, categorise, order, and compare collections and events and attributes of objects and materials in their social and natural worlds, and draw on their experiences in constructing meaning using symbols. Children are beginning to understand the use of symbols, such as letters, numbers, and pictures, as a means of communicating with others.	Children engage with a range of texts and get meaning from these texts. This develops, for example, when children begin to recognise how sounds are represented alphabetically and identify sound-letter relationships, and match print and spoken text. They are learning to use context and information about words, letters, combinations of letters, and the sounds associated with them to make meaning and using illustrations to extend their understanding of meaning. They identify letters of the English alphabet in both upper and lower case. As they build their skills and understanding, children learn to read printed texts from left to right with return sweep, and from top to bottom. With increasing skill and confidence, children learn to read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They may predict plausible endings for stories and infer characters’ feelings. Children may self-correct when reading aloud and describe strategies they use to gain meaning from text. They are learning to distinguish between texts that represent real and imaginary experience. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high-frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text. Children express ideas and make meaning using a range of media. For example, children may begin to write using conventional letters, groups of letters, and punctuation such as full stops and capital letters. Further, children may write simple texts using letters, symbols, or characters and produce original variations on modelled written sentences. They are learning to write simple texts about familiar topics to convey their ideas, messages, feelings, and information. They may make performing and visual arts works that express and communicate their experiences, observations, ideas, and feelings. For example, they may create and explore imaginary worlds through dramatic play. They may share the stories and symbols of their own cultures and re-enact well-known stories.	Children engage with a range of texts and get meaning from these texts. They begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter–sound relationships, concepts of print and the ways that texts are structured. They are learning to use context and information about words, letters, combinations of letters, and the sounds associated with them to make meaning, and using illustrations to extend their understanding of meaning. As they build their skills and understanding, children learn to read printed texts from left to right with return sweep, and from top to bottom. Children may recognise how sounds are represented by letters, characters, or symbols and, as their confidence and understanding develops, read aloud and for meaning with words, characters, or symbols. They may explore texts from a range of different perspectives and begin to analyse the meanings. With increasing skill and confidence, children learn to read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They may predict plausible endings for stories and infer characters’ feelings. Children may self-correct when reading aloud and describe strategies they use to gain meaning from text. They are learning to distinguish between texts that represent real and imaginary experience. Children express ideas and make meaning using a range of media. As they build their skills and confidence, children make use of known spelling patterns to make plausible attempts at spelling unfamiliar words. They are learning to write simple texts about familiar topics to convey their ideas, messages, feelings, and information. They may make performing and visual arts works that express and communicate their experiences, observations, ideas, and feelings. They may be learning to monitor meaning and self-correct using context, prior knowledge, punctuation, language, and phonic knowledge and know how to use upper- and lower-case letters. They may use language and engage in symbolic play to imagine and create roles, scripts, and ideas. They develop an understanding that symbols are a powerful means of communication, and that ideas, thoughts and concepts can be represented through them.